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ABSTRACT

Critical issues in career education are addressed in this report of an advisory committee seeking input and making recommendations for career education implementation in Iowa. Recommendations addressing state, area, and local school district responsibilities are grouped into three main perspectives: planning, implementation, and evaluation. The recommendations cover such areas as career awareness, curriculum development, encouragement of community involvement, staff training, and provision for evaluation. The report offers proposed state regulations on services and program management, on state and local responsibilities and facilities, and on funding. Separate sections provide an overview of the information base underlying the recommendations, and discuss the development and administration of the survey used to gather data and opinions. Survey results are tabulated, with comparison of mutual question responses from students, staff, parents, and area businesses. Minutes of committee meetings are also included. (CP)

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AREA XV CAREER EDUCATION

RESEARCH & PLANNING

FINAL REPORT

Developed by:

INDIAN HILLS COMMUNITY COLLEGE

and

THE AREA XV CAREER EDUCATION RESEARCH & PLANNING
ADVISORY COMMITTEE

for

SUPERINTENDENTS OF AREA XV

CAREER EDUCATION DIVISION OF
DEPARTMENT OF PUBLIC INSTRUCTION

30 May 75

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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F O R W A R D

The final report of the Career Education Research and Planning Effort in Area XV that appears on the following pages will probably not be read from cover to cover by anyone nor is it anticipated by the research coordinator that it should be.

Though the material is bulky, the story of the research and planning effort is quite simple. Twenty respected individuals from a variety of backgrounds and positions agreed to provide grassroots imput as an advisory committee. The coordinator developed an information base and, with this base and the advisory committee, developed an outreach instrument keyed toward critical issues relevant to career education implementation. Each local school superintendent named a local professional member or members of his staff to coordinate the outreach effort at the local level. When the outreach effort was completed and the results tabulated, recommendations were developed by the advisory committee and drafted by the coordinator in light of those results.

No attempt is made here to make this effort something that it is not from a statistical standpoint. It is seen by the coordinator as recommendations that seem practical and meaningful based upon available data and a sample of attitudes and opinions of school personnel, students, parents, and the business community.

It is suggested by the coordinator that the best method of gaining insight into this report is by reviewing rather closely the advisory committee minutes and the final recommendations, with a review of information base and survey results in specific areas of interest.

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I

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II

RECOMMENDATIONS

FOR

CAREER EDUCATION IMPLEMENTATION

IN

AREA XV

Senate File 126, p. 17
Sec. 11 New Section CAREER EDUCATION. The board of each local public school district and the authorities in charge of each nonpublic school shall incorporate into the educational program the total concept of career education to enable students to become familiar with the values of a work-orientated society. Curricular and co-curricular teaching-learning experiences from pre-kindergarten level through grade twelve shall be provided for all students currently enrolled in order to develop an understanding that employment may be meaningful and satisfying. . . . .

Recommendations Developed By: Area XV Career Education Research and Planning Advisory Committee to:

The School Superintendents of Area XV

Career Education Division of the Department of Public Instruction

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I. PLANNING

STATE

A. Model/Concept

1. Recommended that the Department of Public Instruction develop specific regulations detailing what is required of local education agencies to be in compliance with the career education section of the Educational Standards Act (257.25), and that these specific regulations concern the following issues:

   a) local plan K-12
   b) curriculum development K-12
   c) exploratory areas in relationship to U.S. Office of Education occupational clusters
   d) preparatory areas in relationship to U.S. Office of Education occupational clusters
   e) transition from school to employment and further training

AREA

A. Model/Concept

1. Completion of the Research and Planning Effort in Career Education in Area XV that culminates in these recommendations in the form of an area plan for career education implementation in Area XV requested by the Area XV superintendents and provided through the combined efforts of the D.P.I., Indian Hills Community College, Area XV Career Education Advisory Committee, and the local school districts of Area XV.

LOCAL SCHOOL DISTRICTS

A. Model/Concept

1. Recommended that Career Education implementation in local school districts encompass the entire concept to include awareness, exploratory and preparatory aspects including all grade levels.

2. Recommended that career education implementation in local school districts have its basis in integrating career education concepts into the general curriculum.

3. Recommended that local school districts explore the possibility of cooperative efforts with other local school districts in the development of career education programs in order to enhance present curriculum offerings and overcome physical plant limitations to meet requirements of the exploratory and preparatory aspects of the programs.

B. Commitment

1. Recommended that leadership roles of administrators and boards of education in the local school districts of Area XV provide initial and continuous support toward the development of Career Education implementation in their respective school districts.

2. Recommended that administrators of local school districts become responsible for the coordination of career education implementation throughout the school system.

C. Funding

1. Recommended that all school districts in Area XV that have not previously written proposals and qualified for Career Education funding through the Career Education division of the Department of Public Instruction, initiate contact with D.P.I. consultants to receive technical and/or monetary assistance in the development of a career education program for their school district.

D. Written Plan

1. Recommended that an advisory committee to the local school administration composed of the steering committee trained in area workshops--if possible, members of the business community, parents, and students be formed in each district to provide input into the planning process whose end product is a written plan for career education implementation in the district.

II. IMPLEMENTATION

AREA

A. In-Service

1. Recommended that career education in-service programming for key administrative and instructional staff of local school districts throughout Area XV be provided by the Area Educational Agency at the area level with the goal of developing a knowledgeable Career Education steering committee in the local school districts. This in-service to deal specifically with:

   a) effective implementation of career education concepts
   b) expertise in integrating career education concepts into a traditional course of study

B. Curriculum Development

1. Recommended that the four curriculum consultants serving the local school districts in specific subject areas through the Area Educational Agency possess expertise in integrating career education concepts into existing curriculum, and that assisting local school districts in developing this expertise within their own staff become a high priority for these consultants.

2. Recommended that the Area Education Agency, through the Media Center and the general curriculum consultant develop practical curriculum guides to career education materials available in the Media Center with special emphasis on grade level, job cluster, and curriculum area, for use in the local school districts.

3. Recommended that assisting in identifying career needs in students, career exploration, and career guidance which are high priority items in the development of career education implementation in our local schools become a top priority for Area XV Guidance Services, in working with the guidance personnel in the school districts of Area XV.

4. Recommended that career education programming for those students reflecting special needs throughout Area XV be coordinated through effective evaluation, guidance, and educational processes enlisting the efforts of the Area Educational Agency, the Career Orientation Center of Indian Hills Community College and the Area Office of Vocational Rehabilitation, in cooperation with the existing staff of the local school districts of the Area XV.

5. Recommended that the area community college continue as under Project 2615 to coordinate career education courses in cooperation with the local school districts in Area XV.

6. Recommended that courses of study conducted cooperatively between the area community college and the local school districts provide for flexibility within the different course offerings to allow the student to pursue a variety of career development goals:

   a) to gain skills necessary to secure employment after graduation from high school, or
   b) to develop skills and knowledge necessary to success in that particular area of study at the post-secondary level, apprenticeship, or O.J.T.

7. Recommended that courses of study conducted cooperatively between the area community college and local school districts provide for both exploratory and job preparatory offerings.

8. Recommended that the area community college continue to place heavy emphasis upon evaluating courses of study presently being offered and to develop additional courses of study in light of employment opportunities as well as student interests that exists.

9. Recommended that the area community college persist in efforts to obtain funding to provide a mobile unit custom designed to offer evaluation, work samples and exploratory activities for students throughout Area XV.

C. Additional Staff

1. Recommended that a professional staff member at the area level be designated to handle the overall coordinating function of career education within Area XV.

2. Recommended that professional staff members with expertise in curriculum and career education integration, who could be shared by two or more local school districts to serve as a career education coordinator, be given serious consideration in the development of a career education program.

LOCAL SCHOOL DISTRICTS

A. In-Service

1. Recommended that in-service training for all school personnel is necessary to effective implementation of career education in the local school districts of Area XV.

B. Curriculum Development

1. Recommended that each school district should strive to develop a K-12 master plan to insure the proper scope and sequence of career education activities and thus avoid repetitions and/or voids in the process.

2. Recommended that released time be provided the instructional staff on a regular basis to allow for quality planning and coordination of effort in curriculum development.

3. Recommended that career awareness activities in the elementary school (K-6) be sequential so that students completing this seven year cycle will have received meaningful exposure to the fifteen occupational clusters as identified by the U.S. Office of Education, through integration of career education concepts into the general curriculum.

4. Recommended that there be an emphasis on career exploration at the junior high level with the occupational clusters integrated with core courses, plus additional exposure through career related elective courses and/or mini-courses.

5. Recommended that career education implementation in the high school should be so structured as to allow for the continued integration of career development with core courses (Math, Communication Arts, Social Studies, Science) and, in addition, to provide opportunities for job exploration and job preparation. Thus, students leaving high school should:

    a) have sufficient competency in the basic skills to enable them to participate responsibly in society
    b) be qualified for additional education or training so as to be gainfully employed in a desired occupation and/or
    c) be qualified for gainful employment at the completion of his high school years

6. Recommended that local school districts include the resources of the community at large, and in particular, the business community in the development of their career educational program. This to be accomplished by:

    a) developing a select list of those learning resources that are found in the community
    b) outlining avenues to follow in order to make these resources assessable. Examples include but are not limited to:

        1) an arrangement between the school and local employers where the business people discuss their occupations with young people
        2) an arrangement between the school and local employers for students to supplement their formal schooling by 'actually doing' exploring experiences
        3) an arrangement between the school and local employers for students to alternate in-school and on-the-job instruction with the goal of entry level employment.

    c) enlisting industry, labor, professional participation in designing realistic curricula.

7. Recommended that identifying career needs in students, career exploration, and career guidance become top priority for guidance services within the local district.

8. Recommended that local school districts place increased emphasis in the area of job application skills to include letters of application and the applicant interview.

9. Recommended that whenever feasible and consistent with the educational process, parents be invited to school to discuss their careers with students.

C. Additional Staffing

1. Recommended that a professional staff member with expertise in curriculum and career education integration be provided for within each district to serve as a career education coordinator and that this person be provided with the authority and time-scheduling necessary to effective career education implementation.

2. Recommended that professional staff members with expertise in specific curriculum areas, who could be shared by two or more local school districts, such as in the staffing of existing joint efforts between Area XV and local districts for exploratory and preparatory programs (Project 2615), be given serious consideration in the development of a career education program.

III. EVALUATION

STATE

A. Process

1. Recommended that the Career Education Division of the D.P.I. retain consultants to conduct on-site evaluation of career education implementation in the local educational agencies throughout our area on a regular basis, as assurance through their visitations and recommendations, the regulations in career education development and implementation are being adhered to.

AREA

A. Process

1. Recommended that Indian Hills Community College, the Area XV Educational Agency, and the local school districts of Area XV submit a written report to the Area XV Career Education Research and Planning Advisory Committee at the conclusion of the 1975-76 school year, advising the committee of the progress that each of the agencies/institutions have made in light of the recommendations of this committee.

LOCAL SCHOOL DISTRICT

A. Process

1. Recommended that the local school districts, through the advisory committee to the superintendent, composed of school administrators, counselors, teachers, students, parents, and members of the business community, provide for continuous evaluation of ongoing career education implementation at the local level, and that a yearly progress report be prepared at the completion of each school year.

III

TITLE XIV - CAREER EDUCATION

Chapter 26 CAREER, VOCATIONAL AND OCCUPATIONAL EDUCATION

DIVISION I: AUTHORITY, SCOPE, GENERAL PRINCIPLE, EFFECT AND DEFINITIONS

26.1 GENERAL STANDARDS. These standards contain regulations, and rules, to implement, interpret and make effective the provisions of this act. For purposes of these approval standards, the following general standards apply.

26.1(1) AUTHORITY. These rules are issued and in force pursuant to Chapter 257.25, Section 6, Sub-Section h; Chapter 258; Chapter 280, Sections 11, 12, 13, 16, 17; Chapter 286A, Code of Iowa, 1973 as amended.

26.1(2) SCOPE. These rules apply to the provisions of career education for individuals from pre-kindergarten through grade 12 who are in the public or non-public schools in this state. Each Board of Education shall provide an educational program including but not limited to the following essential elements of career education: (1) Awareness of self in relation to others and the needs of society; (2) Exploration of employment opportunities and experience in personal decision making; (3) Experience which will help students integrate work values and work skills into their lives; and (4) Assist in the transition from school to employment or further specialized training. These rules also relate the requirement of five units of occupational education subjects and the provisions for vocational education to the career education concept.

26.1(3) GENERAL PRINCIPLES. Each Board of Education shall provide an educational program that incorporates the concept of career development enabling students to become familiar with the values of a work oriented society. Curricular and co-curricular teaching-learning experiences shall be provided to develop an understanding that employment may be meaningful and satisfying. Five units of occupational education subjects are required as a part of the minimum educational program for grades nine through twelve, but a separate vocational program is not required to implement the career education concept. The five units of occupational education subjects may include but shall not be limited to programs, services, and activities which prepare students for employment in office and clerical, trade and industrial, consumer and homemaking, agriculture, distributive and health occupations.

26.1(4) EFFECT OF RULES. These rules have the force and effect of law. Failure on the part of any local educational agency to comply with them shall be in violation of Chapters 257, 258, 280 and/or 286 of the Iowa Code, and as such, a basis for the withholding of state aid or funds administered by the Iowa Department of Public Instruction for programs, services or activities requiring State Board of Public Instruction approval and for the taking of any other remedial or enforcement action in accordance with statute.

26.1(5) DEFINITIONS. As used in these rules:

26.1(5a) "Career Education" consists of all activities and experiences through which one learns about oneself in relationship to work. The educational program provided by a school board must meet the provisions specified in Chapter 280, Section 11. (Should convey that Career Education in a portion of total curriculum.)

26.1(5b) "Vocational Education" consists of all activities and experiences through which one prepares himself with marketable skills for a work role.

26.1(5c) "Occupational Education" consists of those activities and experiences through which one prepares in a specific job or job cluster to work for pay.

DIVISION II: SERVICES AND PROGRAM MANAGEMENT

26.2 (General Statement) Each Board of Education shall have on file the career education objectives for the educational program provided. These career education objectives and the activities for implementation shall be reviewed annually and modified as deemed appropriate.

26.2(1) Instructional Services. Provision shall be made by each Board of Education to articulate the sequential career development experiences offered in the curricula of the educational program provided.

26.2(2) Integration into Existing Curriculum. In accordance with Chapter 280, Section 11, the Board of Education shall incorporate career development concepts into the total educational program.

26.2(3) Vocational Education Subjects.

a. Advisory Committee
b. Elgible activities and expenditure
c. Power of district boards
d. Method of reimbursement

26.2(4) Occupational Education Subjects. Each Board of Education shall provide in two or more occupational areas (as prescribed in Chapter 257, Section h) five units of instruction of the nature that will prepare an individual for employment in a specific job or job cluster to work for pay.

26.2(5) Joint Effort Programs, Services and Activities. The responsibility of each board to provide career education programs, services and activities may be met by jointly employing and sharing the service of any school personnel, or acquiring and sharing the use of classrooms, laboratories, equipment and facilities. Each Board may also provide programs, services and activities by contract with public or pirvate agencies having the capability to provide such services. Each Board shall have the responsibility and is accountable for provision and appropriateness of the programs, services and activities. All such jointly administered efforts must meet the provisions prescribed in Chapter 280, Section 16 and 17 and Chapter 28E of the Iowa Code.

DIVISION III: STATE AND LOCAL RESPONSIBILITIES

26.3 STATE AND LOCAL RESPONSIBILITIES. The following standards shall apply to the administration of career, vocational and occupational education.

26.3(1) State Responsibilities.

26.3(1.1) It is the responsibility of the State Board of Public Instruction, in accordance with statute, to provide aid and technical assistance in the implementation of career, vocational, and occupational education programs, services and activities to local education agencies.

26.3(1.2) It is further the responsibility of the State Board of Public Instruction to monitor the career education programs, services and activities provided pursuant to Chapters 257, 258, 280 and 442 of the Iowa Code in order to ascertain on a continuing basis their compliance with the requirements of state statutes and these rules and, where appropriate, to take enforcement action designed to obtain such compliance.

26.3(2) Local Education Agency Responsibilities.

26.3(2.1) To the extent and in the cases where it is not expressly otherwise provided by state statute, it is the responsibility of each Board of Education to provide each individual who is a resident thereof with a suitable career education program of instruction and with activities and services incidental thereto. The responsibility may be fulfilled by using the service and program options as enumerated in Division II of these rules, with the extent of individual need as the chief determinant of the nature and degree of services provided.

26.3(2.2) Each Board of Education shall implement activities designed to evaluate and improve career education programs, services and activities.

26.3(2.3) Each Board of Education should cooperate in research activities designed to evaluate and to improve programs, services and activities provided.

26.3(2.4) The Board of Education contracting with other public and private agencies to provide programs, services and activities shall maintain responsibility for individuals receiving such programs, services and activities by: (a) insuring the adequacy and appropriateness of the programs, services and activities by requiring and reviewing periodic reports and (b) conditioning payments on the proper delivery of programs, services and activities.

26.3(2.5) Each Board of Education should assist the contracting agency in the development of the programs, services and activities.

26.3(2.6) Policies, rules and procedures adopted by Boards of Education to provide career education programs, services and activities shall be in accord with the state statues and these rules, or any amendment thereto. Each Board of Education shall file policies, rules and procedures with the State Board of Public Instruction which shall initially determine whether such rule is in accord with statutes and these rules. Such policies, rules and procedures pertinent to the provision of career education programs, services and activities shall be filed with the local educational agency.

DIVISION IV: PLANNING

26.4 PLANNING. The following standards shall apply to the provisions made by each Board of Education in planning for education, programs, services and activities.

26.4(1) Content. Each Board of Education shall develop a plan designed to meet career development needs of the individuals served by the local educational agency. The plan shall be updated annually and shall: (a) assess the needs of the constituents served; (b) assess resources available to meet these needs; (c) identify the goals and objectives of planned programs, services and activities; (d) designate the role of staff to meet these goals and objectives; (e) specify provisions for the orderly development and implementation of sequential curricular experiences facilitating career development; (g) describe the design for evaluation of programs, services, and activities; and (h) describe the student outcomes of programs, services and activities provided.

26.4(2) Approval. Approval of local education agency programs, services and activities shall be granted upon verification of compliance of the provisions established in 26.4(1).

(7)

DIVISION V: FACILITIES, MATERIALS AND EQUIPMENT

26.6 Providing facilities, Materials and Equipment. Each Board of Education will make provisions for a learning environment that is consonance with the career development needs of the individuals to be served and the resources available. Provisions shall be made for the acquisition, inventory and maintenance of facilities, materials and equipment as prescribed in Chapter 280, Section 17 and Chapter 258.

DIVISION VI: PUBLIC PARTICIPATION

26.7 PUBLIC PARTICIPATION. The following standards shall apply to the provision for public participation in the development of career education, programs, services and activities.

26.7(1) Information. Individuals are the patrons of career education programs, services and activities provided by Board of Education. Each local education agency shall establish and conduct an information program relating to career education programs, services and activities including their content, methodology and availability.

26.7(2) Advisory Mechanism and Procedures.

26.7(2.1) Each local education agency shall provide on a regular basis for the input from the community at large concerning the career education programs, services and activities offered. A local education agency shall have documentation concerning the methods and arrangements which it employs to obtain such advice and the actual operation thereof.

26.7(2.2) The local education agency shall have on record and available to the public information which describes decisions made by school authorities concerning the extent and character of Career Education programs, services and activities.

IV

THE INFORMATION BASE

The information base that represents the People Needs Phase of the study has been completed. As a result of the information base, many areas of interest to career education implementation have surfaced. Implications for career education are listed here, some in the form of statements and some in the form of questions that need to be dealt with, either in another phase of the study or later as individual schools or groups of schools plan their implementation. It is the intention of this summary to list those areas of interest that seemed paramount to the research-coordinator, and should not be considered as finalized in its present form.

The areas of study prescribed were covered in the following manner:

1. Employment Characteristics
2. Public Assistance
3. Age Levels
4. Educational Levels
5. Economic Status
6. Urban-Rural Population
7. Dropouts
8. Minorities
9. Employment Developments and Outlook
10. Information Relative to People Needs Aspect
11. Sex - Included in following studies
    - (a) Age levels
    - (b) Drop-outs
    - (c) Economic status
12. Veterans - Included in Information Relative to People Needs Aspect
13. Migration Trends - Included in following studies
    - (a) Information relative to People Needs
    - (b) Educational levels
    - (c) Age levels
14. Labor Supply-Demand - Included in following studies
    - (a) Employment characteristics
    - (b) Information relative to People Needs Aspect
    - (c) Employment developments and outlook
15. Curriculum 9 - 12 in Public Schools of Area XV

IMPLICATIONS AND CONSIDERATIONS FOR CAREER EDUCATION

IMPLEMENTATIONS IN AREA XV.

1. EMPLOYMENT CHARACTERISTICS

1.1 Unemployment is a definite concern in Area XV. On the surface, the statistics would indicate that a person seeking employment in our area would have a better chance in those counties with a low rate of unemployed. This may not be the case however, as migration trends indicate that many younger people are leaving the more rural counties to seek employment elsewhere rather than to stay in their local area and quite possibly be unemployed or underemployed. Career education's challenge here is to prepare our potential working force for gainful employment within and/or outside of our area as our needs and individual preferences arise.

1.2 Slightly over one out of every six employed persons in Area XV is employed in agriculture. This statistic, in the heart of agricultural America, vividly points up the effect that mechanization has had on the agricultural working force. Career education must accept the challenge that in Area XV, a basically rural population must be exposed to career choices that are not consistant with the immediate environment to which they are accustomed. An example of this is the farm youngster who is not interested in going into farming or has no opportunity in farming available to him/her.

Approximately 2/3 of the working force in Area XV are wage and salary workers. Career education needs to impress upon our population in their formative years the importance of being able to work for and with others. Just as most people work for others and with others, it follows that most people who are unsuccessful in their work to the point that they are released or leave their jobs are released or leave as a result of their failure to work successfully for or with others, and not because of the quality of their work.

1.3 It is interesting to note that because of mechanization resulting in relatively small numbers of people employed in agriculture, and with only 33 per cent of the non-agricultural wage and salary workers in manufacturing, Area XV finds itself with less than 50 per cent of the total work force in these basic raw material and goods producing areas. Career-wise, then, it is neither an agricultural nor a manufacturing area, but an area where non-manufacturing classifications are in the greatest number. In Area XV, basically known as an agricultural area, there are almost as many people employed in the single non-manufacturing classification of government as there are employed in agriculture.

1.4 Career education needs to allow for the individual to develop a clear picture of career opportunities as they exist today and what they have evolved from so as to be able to better understand the course that careers may take in future years.

2. PUBLIC ASSISTANCE

2.1 The statistics bear out the fact that we have significant numbers of children in Area XV who are being supported in part by public assistance. Almost all of these situations are one-parent families and almost all of these in turn represent fatherless homes. Career education implementation should be so designed as to be flexible to the point of giving special consideration to students whose home situations limit the amount of exposure to work orientated concepts in the home environment.

2.2 The public school, in cooperation with social service agencies and parents, should be encouraged to pool efforts in developing educational and training opportunities for these children consistent with their interests and abilities to succeed.

2.3 It appears that in Area XV a larger percent of the population in the more urban counties are on public assistance than in the more rural counties. If the precentages are found to be extreme in either case, career education should strive for moderation --- thus encouraging participation in public assistance to allow the home environment to be benefited in one set of circumstances until such time as a family can become self-supporting and also, encouraging initiative on the part of families and individuals who have the ability to be self-supporting and need an additional incentive to become independent.

3. AGE LEVELS

3.1 The potential for individualizing instruction and relating to the individual student in terms of career education is increased when a low student-teacher ratio exists. Has a lower enrollment in our elementary schools today improved the student-teacher ratio? Have resultant economic factors forced schools to combine classes and/or reduce the number of sections per grade level, hence having little or no positive effect on student-teacher ratio?

3.2 The location within the area of the various age levels becomes quite significant in terms of exploratory and preparatory phases of career education. Schools and communities may wish to develop cooperative programs to meet the needs of their population in relation to these phases because of extremes placed upon them individually. (These extremes may range from too large a population to serve with existing facilities to too small a population to warrant additional staff and facilities.)

3.3 The decline in population after the 17th year seem to indicate that one of the basic assumptions may be that the education and preparation provided for in Area XV will be utilized by our young people to a significant extent outside of our area in their chosen careers or in seeking further education and training.

4. EDUCATIONAL LEVELS

4.1 Will the drop in enrollment at the elementary school level result in an improved teacher-pupil ratio with a possible resultant factor being a greater capability toward individualizing instruction which in turn enhances effective career education at all levels -- awareness, exploratory, and preparatory?

4.2 The fact that our enrollment is declining as a given grade moves from one level to the next in the elementary school is a very significant factor. Dropout rate is not a factor here - so initially this implies that younger families are leaving the area. Mortality rate seemingly would not be a large factor in this decline.

4.3 Why were there fewer students seeking additional schooling in 1971 than in 1969? Is the decline continuing through to the present time?

4.4 Immediate availability seems to be a factor in relation to student interest in furthering their education. (Examples - Appanoose -- high percentage in two-year; Jefferson - Mahaska -- high percentage in four-year.)

4.5 What seems on the surface to be a great problem area (the education level of the adult population 25+) is probably not in reality that big a problem. At the time that many of these people were preparing themselves for a career, school was not the primary means of accomplishing this. For our older population following in the family tradition, apprenticeship, and learning by doing were the primary methods and schooling past the eighth grade was not deemed as important as it is today. There remains however, a significant percentage of our population 25+ who could benefit from additional training, retraining and education. What methods can be employed to encourage and interest these people in participating?

5. ECONOMIC STATUS

5.1 Self concept is a major factor in career choice and, therefore, a very important consideration in a career education process. Coupling this with the self-concept theory that one will succeed only to degree that he/she feels worthy of -- one can ponder the number of individuals who have limited themselves in career choice due to economic status, and the effect of such a self-concept on those in their formative years in our area today. If the above mentioned theory to a large extent is valid, and if self-concept is basically developed in the initial five to ten years of a person's life, it follows that:

A. Parent attitude
B. Home environment
C. Economic status

are all vital aspects to be considered in career education implementation. When 38% of the families in Area XV have an income of less than $6,000, the implication for career education in the aforementioned sense becomes mind boggling.

5. ECONOMIC STATUS (con't)

5.2 Mean income of unrelated individuals is quite low in comparison to the other listed groups. It is quite possible that this figure is low in light of the fact that our area has so many elderly people living alone on fixed, low incomes. More information is necessary on the nature of the individuals that comprise the category.

5.3 Mean income of families with a female head of household is somewhat lower than mean income for all families. There are several aspects to consider here. A major factor is that many female workers are not considered head of the family and thus their income is added to their husbands and an additional amount of disparity results between female head and all families. Secondly, a fairly large per cent of those listed as families with a female head probably reflect only one income. Thirdly however, the statistics on female heads of families does imply that women in Area XV do not receive, on an average, as great a salary as do the men. Laws are on the books now and more legislation is presently being introduced and passed in regard to this matter. Career education needs to develop in Area XV in light of these circumstances.

6. URBAN-RURAL POPULATION

6.1 Area XV, basically a rural population, has sustained the second largest percentage loss in population in Iowa during the period 1960-1970 and has continued to drop in population since that time. When you combine the information in this preliminary study with that of employment characteristics, it seems reasonably clear why the out-migration of our young adults has occurred.

From this basic information, two assumptions continue to be prominent. Career education must consider:

A. that our population, basically rural in background (even in most areas defined as urban), will be seeking education and training in non-rural type occupations.

B. that many that will be educated and prepared for job - entry in our area will be leaving the area for employment.

6.2 Career education must also consider that even those people with a rural background preparing themselves for employment in a rural setting will most probably see many basic changes in the not-too-distant future. (Ex.-large scale and/or corporate farming as opposed to the smaller family farm.)

7. DROPOUTS

7.1 Why do small districts (with limited course offerings, special staff and facilities) have a greater ability to hold students in school than the large districts?

7.2 What are the stated reasons for leaving school? Are these stated reasons an accurate assessment of the situtaion?

Example: "I want to quit school to work full time" -- when actually unsuccessful experiences in school, home, or community environment cause the student to turn away from his present situation.

7.3 Is there an economic level that a great proportion of dropouts are associated with?

7.4 How much better qualified for successful employment would these dropouts be if they had stayed in school for the prescribed period of time for graduation?

8. MINORITIES

8.1 Does the presence of a minority population alter the concept of career education as it applies to home, school, or community in Area XV?

8.2 What, if any, impact does being a member of a minority group have to do with successful preparation and placement in the career of an individuals choice in Area XV?

8.3 Is it advantageous, disadvantageous, or of no consequence, one way or the other, to be a member of a minority group where minorities are less than .1% of the total population in relationship to successful career preparation and placement?

EMPLOYMENT DEVELOPMENTS AND OUTLOOK BY OCCUPATION

IN IOWA

EXTRACTED FROM:

ANNUAL MANPOWER PLANNING REPORT

FY 1975

IOWA EMPLOYMENT SECURITY COMMISSION

RESEARCH AND STATISTICS DEPARTMENT

AFFILIATED WITH

MANPOWER ADMINISTRATION

U.S. DEPARTMENT OF LABOR

Employment Developments and Outlook By Occupation.

According to the fiscal year 1975 Annual Report of Occupational Requirements for Vocational Education for Iowa, published by the Iowa Employment Security Commission, the demand for workers in various occupational categories will be as follows:

Professional, Technical, and Managerial:

Professional nurses will require the greatest number of total needs among workers in the year ahead. Needs for teachers are projected high, but this does not take into account the decline in the birth rate and the number of school age children. Over seven hundred workers are expected to be required in arts and entertainment but this due to the fact that this encompasses a large number and variety of occupations. Medical and dental technicians, physicians and surgeons and accountants and auditors will also have needs of approximately two hundred for each of the groups.

Clerical and Sales:

The greatest needs in the year ahead will be shown for secretaries, stenographers and typists. Sales work will require approximately three thousand workers. Other clerical needs will range from small to moderate with exception of shipping and receiving clerks. In this area automated equipment and streamlining of record keeping will strictly limit the need for new workers.

Service Occupations:

Five occupations among service workers are projected to have total needs of over one thousand in the year ahead: Private household workers, waiters and waitresses, cooks, hospital attendants, and janitors and sextons.

Agriculture:

There will be no projected requirements for additional workers in agriculture since agricultural employment is projected to be decreasing in the year ahead.

Processing:

Expansion needs for all processing occupations are negative, due to projected declines in the corresponding industrial employment. However, the need to replace workers who leave their present jobs will create positive total needs for these occupations.

Machine Trades:

The greatest needs in the machine trades occupations will be for motor vehicle mechanics. There will also be a moderate need for machinists. Tool and die makers and cabinet makers will continue to be in demand.

Benchwork:

Metal working assemblers needed in the year ahead are expected to number over three hundred fifty with the majority of those needed to replace present workers who leave. Expansion needs for sewers and stitchers will be affected by mechanized equipment and labor-saving devices.

Structural Work:

Projected increases in the construction, fabricated metals and transportation equipment industry will stimulate the demand for structural workers. Specific occupations with substantial requirements will include welders and flame cutters, painters and paper hangers, carpenters and plumbers and pipe fitters.

Miscellaneous Workers:

Among the occupations included here, bus, truck and tractor drivers will have the greatest requirements. There will also be a considerable demand for auto parking attendants.

During Fiscal Year 1973, 103,315 job openings were received by the offices of the Iowa State Employment Service. Of these, 72,689 were filled by placements and 28,926 were cancelled. At the end of the period, 4,925 openings remained unfilled of which 2,604 had been open and unfilled for 30 days or more.

Our present prediction of the role of the current energy shortage in respect to occupational requirements is the following: Iowa will probably be in a better position to maintain relatively stable employment than the average state. Since the tourist and recreational activities are less in Iowa than in many other states, occupations in these fields will be little affected. The importance of agriculture to the nation's economy is so great that it is rather certain that sufficent fuel for continued normal farm activities will be allocated. Consequently, there should be continued normal job opportunities in agri-business occupations, and those occupations serving the farm sector of the economy, despite the expected decline for farm workers themselves.

Also a large proportion of Iowans are engaged in occupations in industries that use relatively small amounts of energy, for example insurance and services. This is a further reason that most Iowans will be in a good position to retain their jobs even if the energy crises becomes more severe.

These estimates were based on the 1960 census. Estimates of projected manpower requirements by occupation, based on the 1970 census will be available later as a separate publication.

HIGHLIGHTS & CONCLUSIONS

POPULATION GROWTH is expected to continue to slow between 1970 and 1980 as it has during the past several decades. Net out-migration of Iowa residents, the most important factor leading to Iowa's small population growth, showed a marked decline during the later sixties.

Another casual factor for Iowa's slowing population growth in recent years has been a declining birth rate during the sixties and early seventies. From a high of 25.1 births per thousand population during 1951, the birth rate has generally declined until it reached 14.3 in 1972, the lowest on record. The birth rate has continued to decline in 1973, and if not already attained, zero population growth is a foreseeable possibility in the seventies.

LABOR FORCE GROWTH is expected to continue to increase at a faster rate than the population, but, as population growth, will be tempered by out-migration and the falling birth rate of the sixties.

YOUNG ADULT WORKERS will be the fastest-growing group in the labor force.

TEENAGERS will be added to the labor force in large numbers but at a declining rate of growth, thereby enhancing their employment prospects. Special efforts will have to be made to employ minority teenagers as this group has grown spectacularly relative to the total teenage labor force.

MINORITIES have made gains in education, but their unemployment rate remains above that of whites.

WOMEN, who are becoming increasingly educated, are entering the labor force in larger and larger numbers.

EDUCATION, both at the college and vocational level, is vital in a rapidly changing technical age, especially to a state passing from an agricultural to an industrial phase of development. Correct evaluation of current and future student needs by educators is essential if our youth are to have the training in job skills necessary to successfully live and compete in our highly technical society.

OCCUPATIONS of an infinite variety and number requiring ever higher job skills are appearing at a quickening pace. A concerted effort by employers, educators and Government can lead us through this complex maze by:

1. Providing pertinent occupational information.

2. Training or re-training an increasingly larger proportion of the State's workers for those occupations providing the most job opportunities--professional, technical, clerical and service occupations.

3. Supplementing formal education by expansion of on-the-job training.

4. Improving counseling and guidance to our job seekers.

5. Expanding our effort to match jobs with job skills.

EMPLOYMENT GROWTH is centered in the service-producing industries. Our primary life needs satisfied, we have come to focus our attention on such discretionary needs as better government, educational, recreational and health services, a decent standard of living for all, a preservation of our natural beauty spots, and the conservation of our natural resources.

PER CAPITA INCOME of Iowans is below the national average. Opening new export markets and expanding current markets--especially those involving our number one raw material, farm commodities--is one way of shifting more income into our agri-business oriented economy.

POVERTY is a problem for many Iowa families, but especially those living in rural areas. Renewed emphasis should be aimed at eliminating the causes of poverty. Of the total Iowa families living below the poverty level, only 13.2% were receiving public assistance in 1969.

PRODUCTIVITY in Iowa surpasses the national average and of that we can be proud. Higher productivity is a goal worth striving for. Any improvement in our productivity level will spawn further economic growth, help lower costs and prices and create a higher standard of living for our people.

* Taken from Iowa Employment Security Commission Summary

PRELIMINARY STUDY OF DEMOGRAPHIC MATERIAL RELATING TO:

CURRICULUM 9-12

AREA XV

1973-74 SCHOOL YEAR

BOB MORRISSEY
RESEARCH-COORDINATOR

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COURSE OFFERINGS 9-12 BY SCHOOL DISTRICT 5

SOURCE OF INFORMATION

The information in this report was obtained through the cooperation of the Planning and Management Information Branch of the Iowa Department of Public Instruction and the local school districts of Area XV.

PURPOSE OF CURRICULUM STUDY

1. To get an overview of the present opportunities in exploratory and preparatory programs in the high schools of Area XV.

2. To generate a picture of the numbers of students involved in the various courses of study offered in the high schools of Area XV.

3. To serve as a guide in comparing course offerings with opportunities for placement in careers (locally, Area XV, state, nation)

EXPLANATION OF TABLES

TABLE 1: General Classifications are those that the D.P.I. has designated as major areas of study. The "Other" classification and Project 2615 are courses of study for which no major classification presently exists.

Classification numbers represent the limits of the numbered courses that fall within the classification.

The columns under "No. of Courses Offered" represent the number of different course offerings by classification that were represented in the high school curriculums (9-12) of Area XV and within the entire state for school year 1973-74.

TABLE 2: General Classifications are those that the D.P.I. has designated as major areas of study. The "Other" classification and Project 2615 are courses of study for which no major classification presently exisits.

Classification numbers represent the limits of the numbered courses that fall within the classification.

The "Enrollment" column represents the total number of students who are enrolled in courses that fall under the various general classifications.

The "% of Total Course Enrollment" column lists the percent of student enrollments that the various general classifications represent.

TABLE 1

GENERAL CLASSIFICATIONS

COURSE OFFERINGS IN IOWA AND AREA XV FOR 1973 - 1974 (GRADES 9 - 12)

GENERAL CLASSIFICATIONS	CLASSIFICATION NO.	NO. OF COURSES OFFERED AREA XV	NO. OF COURSES OFFERED STATEWIDE
AGRICULTURE	100 - 299	21	45
ART	300 - 508	11	68
BUSINESS EDUCATION	600 - 896	31	95
DISTRIBUTIVE EDUCATION	1000 - 1012	1	6
ENGLISH ARTS	1100 - 2192	74	345
FOREIGN LANGUAGE	2300 - 2444	14	27
HEALTH AND PHYSICAL EDUCATION	2500 - 2748	3	29
HOMEMAKING	2800 - 3114	36	96
INDUSTRIAL ARTS	3204 - 3428	29	48
MATHEMATICS	3500 - 3884	22	110
MUSIC	3900 - 4020	12	46
SCIENCE	4100 - 4488	34	112
OFFICE EDUCATION	4600 - 4648	2	13
SOCIAL STUDIES	4700 - 5432	50	223
TRADES AND INDUSTRY	5500 - 5988	36	165
DRIVER EDUCATION	6100 - 6104	1	2
OTHER:			
Data Processing	6248	1	N/A
Audio Visual	6320	1	N/A
Career Education	6360	1	N/A
Project 2615 (Small Engine, Appliance Repair, Data Processing, Graphic Arts, Law Enforcement, Air Occupations, Building Trades)	N/A	7	N/A

TABLE 2

GENERAL CLASSIFICATIONS

ENROLLMENT AND PERCENTAGE OF THE

TOTAL COURSE ENROLLMENT IN AREA XV FOR

. . . 1973-74 (GRADES 9-12)

GENERAL CLASSIFICATIONS	CLASSIFICATION NO.	ENROLLMENT	% OF TOTAL COURSE ENROLL.
AGRICULTURE.	100 - 299	1,288	1.767
ART.	300 - 508	1,614	2.214
BUSINESS EDUCATION	600 - 896	5,939	8.148
DISTRIBUTIVE EDUCATION	1000 -1012	48	.065
ENGLISH ARTS	1100 -2192	13,404	18.389
FOREIGN LANGUAGE	2300 -2444	1,369	1.878
HEALTH AND P.E.	2500 -2748	9,149	12.551
HOMEMAKING	2800 -3114	3,493	4.792
INDUSTRIAL ARTS.	3204 -3428	2,669	3.661
MATHEMATICS.	3500 -3884	5,405	7.415
MUSIC.	3900 -4020	4,326	5.935
SCIENCE.	4100 -4488	6,158	8.448
OFFICE EDUCATION	4600 -4648	109	.149
SOCIAL STUDIES	4700 -5432	13,296	18.241
TRADES AND INDUSTRY.	5500 -5988	2,971	4.076
DRIVER EDUCATION	6100 -6104	1,498	2.055
OTHER.	N/A	153	.209
	TOTAL COURSE ENROLLMENT:	72,889	99.993

COURSE OFFERINGS 9-12 BY SCHOOL DISTRICT
AREA XV 1973-74

	COURSES	ACL	Alb	Bla	Car	Cen	Cha	DaC	Edd	Fai	FoV	Fre	Har	Hed	Keo	Mor	MoU	NoM	Osk	Otk	Pek	Rus	Sey	Sig	TrC	VaB	Way
00	AgI-An S.C.		(27)			(22)	(17)	(39)	(10)	34			(12)		(17)	(10)	(25)	(11)	(24)		(32)		(19)	33	(17)		
04	AgII-Plant S.C.					(19)	(7)	(45)	(12)	24			(15)		(20)	(7)	(8)	(10)	(16)				(12)	13	(13)		
08	AgIII-Ag Mech.		(*19)			(22)	(15)	(46)	(10)	20			(13)		(*10)	(16)	(13)	(18)	(11)				(9)	8	(7)		
12	AgIV-Farm Manag.					(11)		(17)	(8)	20			(14)		(*6)	(9)	(7)	(13)	(12)				(6)	(8)	(7)		
16	Ag V																				(*18)						
24	Ag-Bus.																				(*11)						(*2
26	Ag-Const.																										(*2
27	Ag-Engineer.																										(*2
36	Ag Machinery															(12)					(*15)						
40	Ag Mech.		(*32)																								
41	Ag Mech II														(*7)												
43	Ag Occupations		(*10)																								
50	Ag Rel/Coop.																	(*2)									
58	Ag Shop I																				(*22)						
84	Agronomy																										(*10
86	Ag-An. Sci.																										(*15
87	An. Sci-II														(*8)												
92	Farm Mgemt.																				(*21)						
00	Horticulture						(14)								(*9)								(*8)				(*22
20	Plant Propagate																										(*20
22	Soil & Crops														(*4)						(*19)						
00	Art I	7	74		*15	48	63	12	45	*87	12	14	43		14	20	17	8	94	138	29	8	9	31		9	40
04	Art II	3	18		* 2	41	26		29	*46	4		6		4	9	22	18	30	48	10	18	(11)			7	14
08	Art III		11		3	16	10		16		1		3		5	12			6	26	4	1					9
12	Art IV					7														9							
16	Art-Commercial																12										
20	Art Crafts	6					*70											23						*14		*34	
24	Art Crafts-II																									*30	
28	Art-Exper.																		*20								
04	Audio Visual TR																		*45								
24	Paint/Water																							*16			
26	Sculpture																							*23			
00	Acct. I		19																								
00	Bkkg.	3		6	17	60	(25)	(40)	23	*56	(13)	(13)	47	(15)	(25)	15	(24)	(57)	*102	78	38	(14)	(22)	45	31	32	30
04	Bkkg II					*29												(6)			2						11
08	Bus I-Intro																										*9
00	Bus. Arith	*6			*16		(57)			*35														*24			*19
02	Bus Ed-Consumer																		141							19	
00	Bus. Eng.																							*18			
04	Bus. -General																(13)		100		(*11)	(20)		*24			
02	Bus. Law I	*6			*15	*29	(*14)		*17	*65	(*16)							*24		*34						*28	*15

	COURSES	ACL	Alb	Bla	Car	Cen	Cha	DaC	Edd	Fai	FoV	Fre	Har	Hed	Keo	Mor	MoU	NoM	Osk	Ott	Pek	Rus	Sey	Sig	TrC	VaB	Way
10	Bus. Mach.																										*10
10	Bus. Survey			*12																							
14	Bus. Training																						(23)				
21	Clerc. Pract. I																				13						
26	Data Proc-Intro		*12				(*17)																				*25
30	Finance-Personal		*19																								
50	Off-Clerk-Gen.																		10								
76	Off. Practice		(9)	3	(16)	13	(13)	(23)	19	24			11		(14)	4		(11)	18	17		(13)		(8)			*15
14	Off. Procedures																								7		
14	Recordkeeping							*20												75	*13						
16	Sales & Merch.																		*87								
24	Sec. Training	4									(8)												(14)				5
78	Shorthand I		(*33)	8	(11)	26	(17)	(35)	19	36	(5)	(9)	7	(14)	(11)	10	(4)	(11)	15	77	8	(7)	(13)	15	6	20	13
12	Shorthand II				(*3)			(11)	*10		(4)	(2)						(3)	8	11				(*7)	1	6	
16	Shorthand III						(8)																				
18	Steno/Sec. Rel.		(9)							11																	
12	Transcription		(*12)																								
76	Typing I	4	*118	10	63	130	(74)	(137)	48	*197	(23)	(5)	58	(8)	65	25	(34)	(42)	*125	525	24	(32)	(36)	68	42	94	*74
10	Typing II		* 7		(17)	22			*12	*41		(9)	9		(*10)		(9)	(15)	*50	386			(15)	(*9)	7	24	*35
14	Typing III		(*59)							*13		(5)							*115								*16
16	Typing IV																		*92								*16
12	Typing-Personal				*44									(*6)				*10		*18		*8		*2			
00	Distri. Ed.																		(15)	(+33)							
00	Eng. I	10		30	105	171	145	164	63	230	22	22	59	25	61	55	49	60	231	1125	73	30	48		59	96	
04	Eng. II	7		19	72	140	158	153	73	255	20	20	73	22	60	42	43	47	*208		52	27	43		39	73	
08	Eng. III	7		*20	86			157			10			25		45					22	27	*38		*50		
16	Eng. IV	3		* 8	23			42						10		11						11	*12		*22		
72	Eng. 10/Pract.																				28						
92	Eng-College				*52										11			*10			28						
24	Eng-Individual.				* 4																						
36	Eng. Modern		*18																								
56	Eng. Usage I																										68
84	Reading I																		*104								
12	Reading Develop.							*5	*18																		
16	Read-Guided																										*40
20	Reading-Individ.		53		*48	*44												*32	*68	*598							
38	Reading-Problems																							*14			
48	Read.-Skills																										*38
56	Read.-Title I-Rem.																										*25
80	Communications																		*142								*25
84	Communications-Adv.														19												
96	Communications-Jr.														25												
00S	Summer Eng. I.																										

AREA XV 73-74 Course Offerings 9 - 12 By School District, Continued...

	COURSES	ACL	Alb	Bla	Car	Cen	Cha	DaC	Edd	Fai	FoV	Fre	Har	Hed	Keo	Mor	MoU	NoM	Osk	Ott	Pek	Rus	Sey	Sig	TrC	VaB	Way
16	Communica.Skill-1																			(89)							
36	Commun.-Other						(19)																				
48	Grammar	*62											*25						*130								
08	Lang. Arts-Oral																							*77			
56	Lit-I-Amer.		*20		*171			5				19	47				25		576			*38			*50	* 9	*72
60	Lit II-Amer.								*26										*187							*19	*70
64	Lit I-English		* 8		* 50	*24		*12	*21			8	* 7				13		*12			*12		*11	*22	*11	*43
68	Lit II-English								*11										* 9								*40
00	Lit-Contemp.				*18	*115																					
40	Lit-Modern																	*56									
84	Lit-World										(10)						*18								*22	*25	*40
86	Lit-World II	*12																									
96	Lit-Other	*44																									
18	Fiction-SCI	*83																					*48				
40	Literary Forms																						* 9				
42	Literary-TV																										
44	Masterpiece-Am.					*39								* 5													
52	Mythology																						*72				
72	Story-American Short	*59												*22				*74									
80	World Masters																		123								
84	Poetry-American													* 8													
88	Poetry-Modern								*20									*32									
00	Short Story/Poets								*156																		
28	Novels I																	*180							*19		
36	Novels-American	*19							*18					*25		*28											
52	Humanities I					57	24		*10									*40					*23				
60	Composition I	*61				*124												*100							*92	*42	
64	Composition II					*53																			*28		
68	Advanced Composition							5	*13										*49								*40
96	Rhetoric																						*48				
04	Journalism I	*10				15			*110									6	*60				(*9)				
08	Journalism II	*5																									
22	Journ.-Photo.																										*24
28	Publications		7																								
36	Writing I-Creative	*9			*14				*19																		*20
44	Writing Basic																		*127								
68	Writing-Essay																						*27				
72	Writing-EXPOS								*126																		
92	Writing-Lab				*64													*100					* 8				
96	Writing-Lab Adv				*90																						
04	Writing & Lit II													19													
56S	Lit-I-Amer.-Summer																		*11								
60S	Lit II-Amer.-Summer																		* 7								

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AREA XV 73-74 Course Offerings 9 - 12 By School District, Continued...

	COURSES	ACL	Alb	Bla	Car	Cen	Cha	DaC	Edd	Fai	FoV	Fre	Har	Hed	Kec	Mor	McU	NoM	Osk	Ott	Pek	Rus	Sey	Sig	TrC	VaB	Way
40	Argumentation																	*32									
48	Debate																						* 6				
60	Forensics								*15																		
76	Mass Media				*48			*10										*72					*37		*77		
78	Media-Adv.																(*22)										
80	Oral Interpre.								*17										*12								
96	Public Speak. I																	*18									
12	Speech I		*103		37	*50	30	*10	*13	*277	3		13	12	*15	8	9	*208	*70	*13	14	*15	*78		*31		*18
16	Speech II								*13								25		*20								*20
40	Acting																								*15		
44	Drama I																		*35								
48	Drama II																		*12								
64	Dramatics I			6				*42		*13		5			* 9							*15	*10	30			*40
80	Theatre & Product.																		*92								
00	Latin I						8												18								
04	Latin II																		1								
28	French I				9	25		17		42		15	19	4				17	54	3	13		44		7		
32	French II					6		3		36		4	2	5		7		8	32		3		6		1		
36	French III					5				14									8								
40	French IV					7													7								
56	German I	2		18														14									
60	German II																	11									
72	German-Other			22																							
12	Spanish I		23			60	68	27	11	115	9				8	8	8	44	114			5			13	43	
16	Spanish II		2			39	29	12	5	32	2				2		6	22	23			2			9	9	
20	Spanish III					9			6	16								22	13						7		
24	Spanish IV					7			4	12									4								
28	Spanish/Other								2																		
04	First Aid											*10															
08	Health I							*30				*3			*25												
96	P.E.(B & G)	31	627	93	287	506	546	505	260	887	85	82	232	89	232		142	220	600	2105	247	79	167	368	207	328	154
04	Bachelor Surv.									*16								(*10)							(*20)		
08	Cloth/Textile			*10																							
12	Cloth & Textiles	*3				(*46)				*39					(*19)												
16	Clothing I		*70								(*3)								59							*12	(*19)
20	Clothing II																		*53								
24	Clothing-Adv		*11															(*10)									
32	Clothing Service	*3																									
36	Child Develop.									*24	(*6)								64				*11				(*31)
58	Cullinary																						*17				
64	Finance -Family																										(*20)
68	Foods-I											(*16)							*180					(*14)			

	COURSES	ACL	Alb	Bla	Car	Cen	Cha	Cad	Edd	Fai	Fov	Fre	Har	Hed	Keo	Mor	MoU	NoM	Osk	Ott	Pek	Rus	Sey	Sig	TrC	VaB	Way
72	Foods, II																			*20							
76	Foods-Adv																				(*24)						
88	Foods-Nutrition		*57								(*10)																
92	Foods/Nutrition				(*46)				(*16)	*43				(*14)													(*25)
96	Food Nutr/Gen.			*5																							
08	Home Mgemt.								(*16)																		
12	Home & Mgemt-Gen.																			*38							
16	Home Ec I-Compre.		43		30	(51)	(37)	(62)	(33)	57	(10)	14	(23)	12	(13)	(32)	(20)	22		181	(24)	(12)	(23)	59	(28)	47	(26)
20	Home Ec II-Compre.				31		(30)	(40)	(7)			6	(14)	9		(15)	(12)	14	(60)	59	(10)	(5)	(15)			19	
24	Home Ec III-Compre.				30		(12)	(29)						(5)		(7)	8						(2)				
28	Home Ec IV-Compre.				*28		(26)							(4)		(17)							(4)				
48	Homemkg for Boys													7						*25			(*10)				
60	Homemkg/General			10																							
92	House Decorating	*3						(*28)		*41																	
96	House/Home Furn.		*14														(*14)										
00	Housing			*10						(*6)			(*16)		(*4)					*42							
16	Living-Family			10					*19	*10	(*10)		(*24)		(*20)		(*17)			*256					(*27)	*22	(*25)
26	Needlecraft							(*25)																			
40	Rel/Gen./Fam.																				(*29)						
44	Relation-Family	*5	*56					(*57)																			
48	Sewing-Basic																								(*28)		
50	Sewing II																						(*22)				
52	Sewing-Adv.					(23)																					
84	Care of Children		* 5																								
14	Ceramics I																						*16				
2	Electricity		20		14	37	(*23)	*9	*27	(*8)							(*7)				*30		*11				*18
6	Graphic Arts						(18)													*46							
7	Graphic Arts II																			*27							
0	Ind Arts I	3	78		46							(17)	10	(5)		(25)	(30)	96		217		(5)	67				22
4	Ind Arts II	3									(8)	(8)	(7)	(19)		(16)	(14)					(10)	18				21
8	Ind Arts III	6											(5)	(12)								(4)					
2	Ind Arts IV	5											8	(11)								(3)					
0	Ind Arts-Explore.							*66																			
2	Ind Arts-Ind.																(*15)										
0	Mech. Drawing													(2)	14					*45	*33						9
1	Mech. Drawing II																			*40							
4	Mech-Home							*57																			57
8	Mech-General						*46																				
2	Mech-Power	(*97)		7(34)																							*24
6	Mech-Adv Power			14																							
0	Mech-Gen. Auto	(*35)			(18)												(21)	*45	*66	*20			(45)		18		*24

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	COURSES	ACL	Alb	Bla	Car	Cen	Cha	DaC	Edd	Fai	FoV	Fre	Har	Hed	Koo	Mor	MoU	NoM	Osk	Ott	Pek	Rus	Sey	Sig	TrC	VaB	Way
4	Mech II-Auto																		40								
2	Orientation							156																			
6	Plastics							(*53)												*116							
0	Plastics-Indus.						(19)																				
8	Repair-Home							*46																			
2	Shop I-General				67			(40)																	27		
6	Shop II-General								107																		
8	Shop-Auto									(5)																	
2	Shop-Girls													*5													
4	Vocations																										*12
8	Ind Arts-Other				8																						
2	Mech-Other Auto																			*65							
0	Algebra I	10	116	22	45	110	83	106	36	130	22	18	47	22	35	31	28	34	201	277	38	27	26	63	42	71	50
8	Algebra II	4	15	3	12	51	30	21	20	56	6	7	20	7	9	11	9	18	26	98	14	4	2	17	23	50	30
2	Algebra III																		66								
8	Algebra-Intro.																			285							*29
4	Math.-College			2								4				5								8	*11		
6	Math-Applied																			*60							
0	Math I-Bus							*6		7																	
2	Math-Computer							*9											105								
6	Math-Consumer		22					*44	*10								12				38						
2	Math-Shop																			*25							*10
2	Problems-Intro.																						65				
6	Math-Other								50																		
0	Math I-General	*	3	91	9	67	81	81	52	34	66	4	4	21	5	27	20	23	31	84	147		5			19	26	*24
4	Math II-General												22		43							14			17		
4	Geom.-Analytical				* 5										*6												
2	Geometry-Fused			7		74			101	9																	
0	Geometry-Plane	*	3	40		15		42	54	13		15	28	6	14	13	14	15	122	214	32	12	9	20	22	16	34
0	Analysis-Math								*9	13											3						*4
2	Math-Sr. Adv.	1	*	5										24		6				76		4				10	*4
8	Math-SR Topical					11		5					15									(4)					
4	Slide Rule																		*30								
2	Trigonometry				* 5		8		*9					6	*6			4	*23						*11		
0	Band									*149																	87
4	Choir									*43																	
8	Chorus-B/G					*55																					
2	Chorus-Mixed																						*64				
6	Glee Club					*30				*12					*70								*47				
0	Instrumental	*12	*119	*41	*50	86	66	*106	*131		*48	21	*47	*31	*40	*63	35	*60	*156	297	*42	*28	*60	65	*72	55	
2	Madrigals																			38							
OS	Algebra I-Summer														1												
6S	Math-Applied-Summer																			*2							
OS	Math I-Gen.-Summer																										

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AREA XV 73-74 Course Offerings 9 - 12 By School District, Continued...

	COURSES	ACL	Alb	Bla	Car	Cen	Cha	DaC	Edd	Fai	Fort	Fre	Har	Hed	Keo	Mcr	MoU	NoM	Osk	Ott	Pek	Rus	Sey	Sig	TrC	VaB	Way
16	Music Apprec.			4		11			*7	*13		*4										7					
12	Music-Exploring																			22							
16	Music Theory I														(*2)						(4)						
18	Music-Vocal	* 6	*142	* 27	*61		*164	*53	*200		*47	30	*60	*8	*80	*58	50	*46	*165	329	*48	*30	*35		*70	32	70
12	Orchestra																		*26	89							
10	Gen. Science I	10									22	22	59	25		52	49				71	29	(51)			26	
14	Gen. Science II																			415							
16	Science-Adv.										11									*14							
14	Science -ISCS-Gr 9																			95							
16	Science Seminar														*6												
12	Science & Health																										
14	Science & Society														*10												
10	Science-Other					6																					
12	Anatomy								*63						*21												
10	Biology I	7	61	16	92		72	135	23	250	21	20	37	22	36	43	43	*28	146	260	32	25	(22)	70	45	57	62
14	Biology II		14						8																		48
18	Biology-Adv	*3						*15													18		13	6			
14	Bio-BSCS-Blue						20																				
12	Bio-BSCS/Yellow				130																						
12	Biology-Field		*12																								
14	Conservation																*10										
16	Ecology		*119																								
10	Physiology			6		*29						*8					16			*68						10	
14	Biology-Other																										*25
18	Chemistry-I	(5)	33	(8)	25	38	38	24	56	59		11	13	7	12	6	(9)	10	46	118		(4)	(4)	25	16	16	29
12	Chemistry-II		* 7																								
16	Chemistry-Adv								*15														24				
14	Chemistry Lab.														*11												
18	Chem. Study																				11						
16	Physics I		*11	(5)	5		14	8	7	31	(8)	5	12	7	7	4		4	25	52		1	(1)	10	4	5	(10)
14	Physics Project																				7						
18	Physics-PSSC					10																					
18	Phy Science I			30	105				28	109					61			62	176	97			79		55	70	
16	Phy Science-IPS		150				10													*21							
10	Astronomy						*11													*74							
14	Geology																			*52							
12	Science-Aviation		*12					(*17)												*58							
16	Science-Earth				*142	144	157	27										62									19
18	Science-Space				*142																						
14	Office Ed.									12									(14)	(+48)					(+12)		
16	On the job-Off.Ed.				(+23)																						
18S	Phy Sci I-Summer														3												

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COURSES	ACL	Alb	Bla	Car	Cen	Cha	DaC	Edd	Fai	FoV	Fre	Har	Hed	Keo	Mor	MoU	Non	Osk	Otc	Pek	Rus	Sey	Sig	TrC	VaB	Way
0 Anthropology							*44		*61																	
2 Culture-Asian							14																			
4 Culture-World									*20																	
8 Culture I-World									*60																	
0 Economics I	* 3		*11	15	*90	*140	*19	*20	*14	*12	(16)	12	*10	*53	*27	20	(5)		*48		*18	(36)	(*38)	*13	*77	*35
6 Economics-Consumer									*90										*132							
8 Geography I	* 3					20		36			*38			*53	* 7				20							
2 Geography I-World																18			101				*17			
6 Geography II- World																			37							
0 Geography-Anglo/Am.																				*35						
8 Geography-Economics																				*31						
4 Pollution																	*15									
4 Am. Heritage		40																								
0 Hist I-American	7	121	19	86	168	154	160	76	*20	20	21	47	23	*55	47	36	62	216		67	28	37	76	50	94	76
2 History I-U.S.																			591							
6 History II-U.S.									*73																	
0 History III-U.S.									*163																	
4 History IV-U.S.									*183																	
8 History I-World	7	80	11	72	63	162	42			21	20	*38	22		35	44	(11)	30			27	44	89	39	73	*77
8 History-Am-Contemp.																			*114							
6 History-Canada		*54																								
6 History-Local/State							*38																			
4 Hist-Mod &Contemp.																			*280							
6 Non West-World																				*4						
4 Western Civil-I									*55					*17					*301	*6						
3 Western Civil-II									*95					*17					*285							
0 History-Other																	*80									*80
8 Govt I-American	*11	*73	*22	79		*140	65	*65	*409	*23	(19)	*53	22	*53	*44	16	54	*431	*51	*62	24	(36)	*47	*63	*77	*25
3 Govt-Local/State		*74																								
2 Government-Other				*162																						
4 Affairs-Contemporary																	*40	*268				*11				
6 Affairs-World								*41								*54										
2 Human Development																	*124									
6 Political Science							12																			
2 Social Studies-Indiv.																		*50								
6 Behavioral Science							*19																			
4 Psychology I	* 5	*21		*23		*29	*42					*12	*29			*22	*10	*367		*18		*25	*40	*33		
8 Environmental Ed.																		*127								
4 Sociology I	* 5		(*57	*122		*26	*83		*53	*11	*10		*11	*50	*35	10		*27	*516		*18		*27	*13	*31	*60
2 Sociology II-WES																			*283							
6 Prob.-Am/Soc.											*13									*47						
8S Govt I-Amer-Summer																			*10							
[redacted]																			*12							

	COURSES	ACL	Alb	Bla	Car	Cen	Cha	Dac	Edd	Fai	For	Fre	Har	Hed	Keo	Mor	MoU	MoM	Osk	Ott	Pek	Rus	Sey	Sig	Trc	VaB	Way
2	Problems I-Contemp			7				24	*20																		
8	Problems-Social																									23	
6	Religion						*28																				
8	Inter-Relations				11				*36																		*36
6	Minority Groups																	*14									
7	S. Studies IX			(109)					*48										231	569							
8	Social Studies I								*85																		
9	Social Studies II								*62																		
2	Social Studies-Reg																						(8)				
4	Bldg Trades					(+11)																(*8)		(+11)			
2	Carpentry									(*5)																	
0	Construction																			*38							
4	Coop-Time								42												*10						
2	Engines-Small								*39	(*8)																	
0	Nursing						(*18)																				
8	Tailoring																			*16				(*15)			
6	Trade, Ind.-Other								+15										(24)	(+50)							
8	Mechanic-Auto																			(+11)							
2	Mech-Motor						(19)																				
8	Drafting I		15	11	13	26	(47)	(11)	*18	*81	(*20)						3		*20			10	(5)	*17	*17	40	
2	Drafting II		(12)			12	(9)			*15									*18				(4)			8	
4	Drafting-Adv.																4		18								
8	Draft/Draw-Adv.			1					12																		
6	Draft-Draw-Mach.																			10							
4	Draft/Mech/Draw.															2											
8	Draft-Res.-Arch.																			7	*11						
0	Drawing/Arch.																	(*7)									
2	Draw Mech Adv.																				*10						
4	Electronics I					(21)	(17)	*9	*23																	18	
8	Electronics II					(13)																					
4	Radio-TV-Prod.		9																								
8	Radio-TV Repair																			*26							
2	Printing-Voc.																			(+10)							
2	Metals-I	(47)	6	21	38	(47)	(35)	*18			(12)					8		(*14)	168	*85	43				23	46	*28
6	Metals-II				36	(24)		*24								6											
0	Metals-Adv.																		60								
6	Metals-Mach.	*15)				(3)																					
2	Metals-Shop									(*6)																	
4	Shop-Machine																			(+13)							
0	Welding						(*74)							(*13)				(*20)		118				*12			*24
4	Welding-Adv.																							(*15)			
8	Welding-Comb.																			*13							
2S	Mech-Motor-Summer																			3							
64	Body & Fender																			(14)							

65

AREA XV 73-74 Course Offerings 9 - 12 By School District, Continued...

	COURSES	ACL	Alb	Bla	Car	Cen	Cha	Dac	Edd	Fai	Fov	Fre	Har	Hed	Keo	Mor	MoU	Non	Osk	Ott	Pek	Rus	Sey	Sig	Trc	VaB	Way
6	Woodworking I		(23)	13		2		(35)	*18	*68	(*15	8)				8			*169	*139	*33	(16)			*17	(12)	
0	Woodworking II					8			*15	16		(8)				1				* 80	24	(7)					
4	Woodworking-Adv.					7													17	24					7		
0	Dr. Ed.	* 4	*50	*18		*66	*86	*64	*52	*94	11	*21	*65	15	*55	*45			*168	*187	*32	*27	(*22)	*97			*39
8	Data Processing																			*30							
0	Audio-Visual		*19																								
4	Career Ed.																			*50							
8	Special Ed.					+18		13	10										19	(+35)							
OS	Dr. Ed-Summer					*107		*113		*60																	

* Represents course offering of less than 1 unit in value.

O Alternate Year

( )Vocational course.

\+ Represents greater than 1 unit

V

SAMPLE SELECTION AND OUTREACH INSTRUMENT

This section provides information relative to the size of the sample selected, the strategies for reaching the sample, and the instrument that the committee developed to be used in the outreach effort. Also included is a breakdown of the various categories of responses that the computer returned to us from the questionnaire portion of the outreach instrument.

ORIGINAL ESTIMATE ON SAMPLE SELECTION

1. SCHOOL PERSONNEL - TRY FOR 100% (2000)

2. STUDENTS - TRY FOR 100%

4th	2,243
5th	2,403
6th	2,589
7th	2,600
8th	2,812
9th	2,731
10th	2,711
11th	2,512
12th	2,495
TOTALS:	23,096

3. PARENTS - TRY FOR 25% - EXPECT 15% RETURN-PROJECT 25%= 4,000

4. BUSINESS/INDUSTRY - TRY FOR 25% - EXPECT 15% RETURN-PROJECT 25%= 700

APP.	284
DAVIS	156
JEFF.	277
KEO.	224
LUCAS	193
MAH.	456
MONROE	145
V. BUR.	135
WAPELLO	714
WAYNE	155
TOTALS:	2,739

GENERAL INSTRUCTIONS FOR SURVEY COMPLETION BY LOCAL COORDINATOR

1. Please acquaint yourself with the entire package of materials.

2. Questionnaire

   A. School Personnel Segment

      1) to be completed by all professional staff in your system
      2) a group setting that would allow for mass completion would seem most desirable in terms of percentage of return and individuality of response. If this is possible by system or by building, please follow that course. If not possible, the alternative is asking each individual to complete and return on their own within a two day period. If this alternative is employed, hand out the questionnaire on Monday or Tuesday of a full week.
      3) record the number of professional staff in your system and the number of questionnaires completed and returned
      4) Please emphasize that a single response is necessary for all statements on the first three pages.

   B. Student Segment

      1) to be completed by all students 4-12 in your system
      2) a group setting that would allow for mass completion by class section, would seem most desirable in terms of percentage of return and individuality of response. It is projected that ten to twenty minutes, depending upon grade level, per class could complete this segment.
      3) select a day of average attendance to complete this segment--follow-up on absentees is not necessary
      4) record the number of students by grade level 4-12 and the number of questionnaires completed and returned
      5) Please emphasize that a single response is necessary for all statements.

   C. Parent Segment

      1) to be completed by .5% of the parents in your district, selected by random sampling techniques
      2) obtain an alphabetical listing of all parents in your district--count down to the third listing, which will be your first selection --then take every fourth name from that point through to the end. Once your selection of parents is complete, send a mailout to these parents including a) the questionnaire (supplied by the research office) b) a letter on your local school letterhead endorsing the career education outreach effort and signed by a person or persons so designated by your superintendent and c) a self-addressed stamped envelope for return mailing to your school.
      3) record the number of parents in your school district and the number of questionnaires completed and returned.

D. Business Segment

1) to be completed through central mailing from Indian Hills Community College
2) inform staff of this aspect of the study that is being completed separately through the research office. Among reasons for completing this segment in such a manner are the following:

a) this aspect does not lend itself toward efficient means of handling within the school. Much extra time and effort from staff and students would be necessary for effective completion.
b) representative samplings within each school district by classification would be difficult
c) duplication would result as two or more school districts are included in the hinterland of many business/industries in our area.

3) the sample will be composed of 25% of each of the following categories from a list provided by the Iowa State Employment Service:

a) finance, insurance, real estate
b) construction
c) transportation-communication
d) services
e) wholesale-retail trade
f) agriculture
g) manufacturing
h) government
i) mining

3. Career Education Resources Section

A. this entire section should be completed by the person or the group of persons who are most knowledgeable in these areas. Depending upon the school district, this may be the superintendent, principal, counselor, curriculum director, federal programs coordinator, career education specialist, department head, group of instructors, or a combination of the above mentioned.

4. Special Needs Section

A. this section should be completed by the person or group of persons who are most knowledgeable in these areas. It may be that your school district has a well designed system of identifying the special needs in your student population and that this section of merely a numerical expression of data that has already been gathered. If, however, recent data is not available, you may elect to update your information in the fashion that you have previously employed or design a new system of identifying the special needs that exist in your school system.

5. School Drop-Out Section and

6. Follow-Up on Graduates

   A. these sections should be completed by the person or group of persons who are most knowledgeable in these areas--most likely the school counselor or the counseling staff within the school district.

RESEARCH-PLANNING IN C.E.
AREA XV

ESTIMATE OF PRINTOUT PAGES TO BE RUN FROM SURVEY

I. SCHOOL PERSONNEL-

A.	By category within district	(4 x 26)	= 104
B.	By category within area	(4 x 1)	= 4
C.	Total response by district	(1 x 26)	= 26
D.	Total response by area	(1 x 1)	= 1
			135

II. PARENTS-

A.	By category within district	(4 x 26)	= 104
B.	By category within area	(4 x 1)	= 4
C.	Total response by district	(1 x 26)	= 26
D.	Total response by area	(1 x 1)	= 1
			135

III. STUDENTS-

A.	By grade within district	(9 x 26)	= 234
B.	By grade within area	(9 x 1)	= 9
C.	Total response by district	(1 x 26)	= 26
D.	Total response by area	(1 x 1)	= 1
			270

IV. BUSINESS-

A.	By classification within area	(9 x 1)	= 9
B.	By classification and number of employees by area	(9 x 5)	= 45
			54

GRAND TOTAL = 594

AREA XV CAREER EDUCATION

RESEARCH AND PLANNING OUTREACH EFFORT

ASPECTS INCLUDED

A. QUESTIONNAIRE

1. School Personnel
2. Students
3. Parents
4. Business/Industry

B. CAREER EDUCATION RESOURCES

C. SPECIAL NEEDS CLASSIFICATIONS

D. SCHOOL DROPOUTS

E. FOLLOW-UP ON GRADUATES

AREA XV CAREER EDUCATION RESEARCH-PLANNING
ADVISORY COMMITTEE

ABOUT THIS STUDY YOU ARE BEING ASKED TO PARTICIPATE

IN. . . . . .

1. It is a Research and Planning effort in Career Education for Area XV.

2. It is a study that was requested by the superintendents of the public school districts of Area XV.

3. It is a study that is being coordinated by a person approved by the public school superintendents and who is receiving guidance through a twenty member advisory committee including superintendents, principals, counselors, teachers, career education specialists, public and private agencies, and business/industry representatives throughout Area XV.

4. It is a study that is being funded by the Iowa Department of Public Instruction, Indian Hills Community College, and your local school district in terms of time and money.

5. It can represent the initial step for your school toward meeting the almost sure-to-be adopted school standards as they apply to the implementation of career education throughout all school districts in Iowa.

6. Recommendations that develop from the study can form the basis from which your career education process will be developed.

7. Special funding may become available to your district as a result of the information received and recommendations made to the D.P.I. through this study.

8. Special area projects that can be of assistance to you may receive funding as a result of this effort.

9. It is a study where your opinions and ideas will be registered and weighed in the balance of others in your district and throughout our area. What you think is important! This study needs the benefit of your point of view!

10. It is a study that will be returned to your school before the end of this school year to be used for your planning purposes. It is not a study for the sake of making a study.

Thank you for your assistance.

Bob Morrissey
Research-Coordinator

SOME POINTS OF CLARIFICATION ON THE QUESTIONNAIRE

1. The school personnel questionnaire contains all of the statements listed--for students, parents, and business/industry as well as some that are unique to the school personnel questionnaire. There are also common statements in the business/industry and parents segment. This commonality will allow a cross-section of opinions on some key issues.

2. The student segment has been necessarily designed to be comprehended by a wide range of age levels. By comparing student and school personnel responses, a fair assessment of the level of career education that presently exists in the school can be made. It should be noted that a negative response on the student section is not necessarily bad--as the grade level answering may not have reached that particular level on the continuum. School personnel are asked to answer this section drawing upon knowledge that they possess based on the entire school K-12, not what is stressed at their level.

3. Some of the statements in the school personnel segment may seem to be administration orientated, however it is felt that opinions from all personnel would be helpful. If one does not have the necessary information to make a value judgement--the undecided column is available for the answer.

4. Some of the statements use the term "high school" as opposed to "school" --so as not to confuse the issue as far as graduating from college, tech school, etc. This should not be construed to mean that success or failure is attributed to the last 3-4 years of the school experience.

5. A guide to the general classification of the statements in the School Personnel questionnaire would be as follows:

A.	Appreciation and Attitude	-1 through 7
B.	Strategies for Implementation	-8 through 20
C.	Assessment	21 through 45

SCHOOL PERSONNEL SEGMENT: Please react to each statement with only one response.
(Check one) ADM. 1.____ COUNSELOR 2.____ TEACHER 3.____ OTHER 4.____

	YES	NO	UNDECIDED
1. Career education should be integrated into the curriculum of our school to such a degree that it becomes meaningful and useful to parents, students, school personnel, and our community.	1.___	2.___	3.___
2. Educators in the elementary and secondary schools accept the concept of career development as being a worthy mission of the school to the degree that they do general education.	1.___	2.___	3.___
3. A complete, comprehensive, career education program integrated into a school's curriculum should of necessity be so designed as to lend support to every student's developmental process.	1.___	2.___	3.___
4. Students who graduate from high school should possess a marketable skill.	1.___	2.___	3.___
5. We should develop a close working relationship with the business community in our educational process.	1.___	2.___	3.___
6. Students should become aware of and explore many career opportunities during their school years.	1.___	2.___	3.___
7. I believe that we can and should integrate an increased amount of career information into the regular curriculum of our school.	1.___	2.___	3.___
8. Career education concepts require initial and continuous support from the leadership roles of administrators and boards of education in order to create an "atmosphere for change" in the school and community.	1.___	2.___	3.___
9. Special staff and instructional staff will readily adapt sound career education concepts into the curriculum if the proper leadership and direction can be provided.	1.___	2.___	3.___
10. Curriculum development in career education in our school should emerge under the umbrella of a master plan so as to avoid undue repetition and/or voids in the process.	1.___	2.___	3.___
11. In-Service training would be necessary to effective implementation of career education in our school.	1.___	2.___	3.___
12. It seems more feasible to create "spheres of influence" in career education among special staff and instructional staff with a special interest, and experience a gradual, systematic spin-off throughout the system as opposed to an attempt at total staff involvement.	1.___	2.___	3.___
13. Cooperative effort with other school districts in the provision of exploratory and preparatory courses of study would seem a logical consideration.	1.___	2.___	3.___
14. A professional staff member with expertise in curriculum and career education integration who could be shared by two or more local school districts would seem a logical consideration.	1.___	2.___	3.___
15. Cooperative efforts with other school districts in the area of teacher in-service training in career education would seem a logical consideration.	1.___	2.___	3.___

		YES	NO	UNDECIDED
16.	An arrangement between the school and local employers whereby business people discuss their occupations with young people would seem a logical consideration.	1.___	2.___	3.___
17.	An arrangement between the school and local employers for students to supplement their formal schooling with "actually doing" exploratory experiences would seem a logical consideration.	1.___	2.___	3.___
18.	An arrangement between the school and local employers for students to alternate in-school and on-the-job instruction--with the goal of entry level employment in an occupational field would seem a logical consideration.	1.___	2.___	3.___
19.	Parents invited to the school to discuss their careers with our young people would seem a logical consideration.	1.___	2.___	3.___
20.	The development of a practical curriculum guide to career education materials available through the Media Center, with special emphasis on grade level, job cluster, curriculum area, and a paragraph of description resulting from review by professional staff would seem a logical consideration.	1.___	2.___	3.___
21.	The curriculum offerings and physical plant of our school are adequate to meet requirements of the exploratory and preparatory aspects of career education.	1.___	2.___	3.___
22.	The capability and work load of the existing staff of our school would allow us to implement, monitor, and evaluate an effective career education program without additional assistance.	1.___	2.___	3.___
23.	I feel that I understand career education concepts to the point that I can integrate them into my course of study and/or related school assignments.	1.___	2.___	3.___
24.	Students graduating from our high schools today generally have a good concept of the career opportunities that are available to them.	1.___	2.___	3.___
25.	Generally, our high schools are presently graduating students who are prepared to seek gainful employment at the time of their graduation.	1.___	2.___	3.___
26.	Generally, our high schools are presently graduating students who are prepared to seek additional education or training to qualify for gainful employment.	1.___	2.___	3.___
27.	High school graduates are well prepared in job application skills such as writing letters of application and applicant interviews.	1.___	2.___	3.___

PLEASE NOTE: IN RESPONDING TO THE FOLLOWING STATEMENTS, PUT YOURSELF IN THE PLACE OF A STUDENT IN YOUR SCHOOL AT THE PRESENT TIME.

	MUCH HELP	SOME HELP	NO HELP
28. My school has activities that help me find out what jobs and work means.	1.___	2.___	3.___
29. My school helps me see my strengths and my interests when I am thinking about choosing a job.	1.___	2.___	3.___
30. My school has activities that help me to choose a group of jobs to study.	1.___	2.___	3.___
31. My school helps me recognize and understand those things in my life that are important to me.	1.___	2.___	3.___
32. My school helps me see the special skills needed by people who work in various jobs.	1.___	2.___	3.___
33. My school helps me discover my interests, my abilities, and my feelings that relate to a group of jobs that I think I might like to work on.	1.___	2.___	3.___
34. My school helps me see that a person's standard of living depends on the kind of job he has as a wage earner.	1.___	2.___	3.___
35. My school helps me see that school is a form of a job where success in basic skills is needed to be successful in whatever I am going to do.	1.___	2.___	3.___
36. My school provides experiences for me to use tools and equipment that are used in various groups of jobs.	1.___	2.___	3.___
37. My school helps me plan to get the skills I need to know in the job I am planning for.	1.___	2.___	3.___
38. My school helps me get the skills that are basic to a single job I am planning for.	1.___	2.___	3.___
39. My school helps me match my interests and abilities with the skills that are needed in groups of jobs.	1.___	2.___	3.___
40. My school helps me see that how I act and what I am may fit one kind of job more than another kind of job.	1.___	2.___	3.___
41. My school has activities showing why certain types of jobs require more education and training than other kinds of jobs.	1.___	2.___	3.___

STUDENT SEGMENT: **INSTRUCTIONS:** 1- Please check a response to all statements
2- Please check only one response per statement

(Check one) GRADE LEVEL: 4 5 6 7 8 9 10 11 12

	MUCH HELP	SOME HELP	NO HELP
1. My school has activities that help me find out what jobs and work mean.	1.	2.	3.
2. My school helps me see my strengths and my interests when I am thinking about choosing a job.	1.	2.	3.
3. My school has activities that help me to choose a group of jobs to study.	1.	2.	3.
4. My school helps me recognize and understand those things in my life that are important to me.	1.	2.	3.
5. My school helps me see the special skills needed by people who work in various jobs.	1.	2.	3.
6. My school helps me discover my interests, my abilities, and my feelings that relate to a group of jobs that I think I might like to work on.	1.	2.	3.
7. My school helps me see that a person's standard of living depends on the kind of job he has as a wage earner.	1.	2.	3.
8. My school helps me see that school is a form of a job where success in basic skills is needed to be successful in whatever I am going to do.	1.	2.	3.
9. My school provides experiences for me to use tools and equipment that are used in various groups of jobs.	1.	2.	3.
10. My school helps me plan to get the skills I need to know in the job I am planning for.	1.	2.	3.
11. My school helps me get the skills that are basic to a single job I am planning for.	1.	2.	3.
12. My school helps me match my interests and abilities with the skills that are needed in groups of jobs.	1.	2.	3.
13. My school helps me see that how I act and what I am may fit one kind of job more than another kind of job.	1.	2.	3.
14. My school has activities showing why certain types of jobs require more education and training than other kinds of jobs.	1.	2.	3.

(Please do not sign your name. Your return will be kept confidential for purposes of this study.)

Dear Parents:

Your school district is cooperating in a research and planning study in career education that was requested by the superintendents of the public schools in Area XV and is also supported by Indian Hills Community College and by the Iowa Department of Public Instruction. You are one of 25% of the parents in your district, chosen by random sampling techniques, to participate in this study.

Career education is a "concept" with some very broad, long range goals. It provides an opportunity for students to become aware of and to explore many occupational areas of interest. The idea is to relate basic subject matter to the real world in which we live so that the 3 R's become meaningful and relevant to every student. The objective is to fuse the Career Education concept into the existing curriculum so that it becomes the major body of activity.

Sound educational planning needs the benefit of the attitudes and opinions of the parents of our children. Please assist your school district by filling out the reverse side and returning it in the self-addressed, stamped envelope provided for your convenience. Please respond within three days of your receiving this mailing. Your response is very important as only one of every four parents are receiving this questionnaire.

Thank you.

Bob Morrissey
Research-Coordinator
Indian Hills Community College
Ottumwa, Iowa

PARENTS SEGMENT: INSTRUCTIONS: 1- Please check all statements
2- Please respond with only one check per statement

1. Mark the present level of your oldest child:

ELEM. 1._____ JR HIGH 2._____ HIGH SCHOOL 3._____ OUT OF SCHOOL 4._

	YES	NO	UNDECID
2. Students graduating from our high schools today generally have a good concept of the career opportunities that are available to them.	1.____	2.____	3.____
3. Students should become aware of and explore many career opportunities during their school years.	1.____	2.____	3.____
4. Students who graduate from high school should possess a marketable skill.	1.____	2.____	3.____
5. I believe that we can and should integrate an increased amount of career information into the regular curriculum of our school.	1.____	2.____	3.____
6. Parents invited by the school to discuss their careers with our young people would seem a logical consideration.	1.____	2.____	3.____
7. We should develop a close working relationship with the business community in our educational process.	1.____	2.____	3.____
8. An arrangement between the school and local employers whereby business people discuss their occupations with young people would seem a logical consideration.	1.____	2.____	3.____
9. An arrangement between the school and local employers for students to supplement their formal schooling with "in plant" exploratory experiences would seem a logical consideration.	1.____	2.____	3.____
10. An arrangement between the school and local employers for students to alternate in-school and on-the-job instruction--with the goal of entry level employment in an occupational field would seem a logical consideration.	1.____	2.____	3.____

(Please do not sign your name. Your return will be kept confidential for purposes of this study.)

Attention: Owner, Operator or Personnel Manager

Your school district is cooperating in a research and planning study in career education that was requested by the superintendents of the public schools in Area XV and is also supported by Indian Hills Community College and by the Iowa Department of Public Instruction. You are one of 25% of the total businesses and industries in Area XV, chosen by random sampling techniques, to participate in this study.

Career education is a "concept" with some very broad, long range goals. It provides an opportunity for students to become aware of and to explore many occupational areas of interest. The idea is to relate basic subject matter to the real world in which we live so that the 3 R's become meaningful and relevant to every student. The objective is to fuse the Career Education concept into the existing curriculum so that it becomes the major body of activity.

Sound educational planning needs the benefit of the attitudes and opinions of the business and industrial community. Please assist your school district by filling out the reverse side and returning it in the self-addressed stamped envelope that is provided for you. Your response is very important as only one of every four businesses/industries in Area XV are receiving this questionnaire.

Thank you.

Bob Morrissey
Research-Coordinator
Indian Hills Community College
Ottumwa, Iowa

BUSINESS-INDUSTRY SEGMENT: INSTRUCTIONS- 1. Please check all statements
2. Please respond with only one check per statem

1. Please check the one division that best describes your business or industry:

Agriculture	1.____	Wholesale/Retail Trade	6.____
Mining	2.____	Finance, Insurance, Real Estate	7.____
Construction	3.____	Services	8.____
Manufacturing	4.____	Government	9.____
Transportation-Communication	5.____		

2. Please check the division that best describes the number of regular employees that you average in your business or industry.

0-5 (1)____ 6-15 (2)____ 16-50 (3)____ 50-100 (4)____ Over 100 (5)____

	YES	NO	UNDE
3. Students graduating from our high schools today generally have a good concept of the career opportunities that are available to them.	1.____	2.____	3.__
4. Students who graduate from high school should possess a marketable skill.	1.____	2.____	3.__
5. Generally, our high schools are presently graduating students who are prepared to seek gainful employment at the time of their graduation.	1.____	2.____	3.__
6. Generally, our high schools are presently graduating students who are prepared to seek additional education or training to qualify for gainful employment.	1.____	2.____	3.__
7. High school graduates are well prepared in job application skills such as writing letters of application and applicant interviews.	1.____	2.____	3.__
8. We should develop a close working relationship with the business community in our educational process.	1.____	2.____	3.__
9. An arrangement between the school and local employers whereby business people discuss their occupations with young people would seem a logical consideration.	1.____	2.____	3.__
10. An arrangement between the school and local employers for students to supplement their formal schooling by "actually doing" exploratory experiences would seem a logical consideration.	1.____	2.____	3.__
11. An arrangement between the school and local employers for students to alternate in-school and on-the-job instruction--with the goal of entry level employment in an occupational field would seem a logical consideration.	1.____	2.____	3.__

(It is not necessary to sign this questionnaire. You may identify your specific business/industry, if you desire, in the space provided below. Your return will be kept confidential for purposes of this study.)

_____

_____

_____

AREA XV RESEARCH-PLANNING IN CAREER EDUCATION

Career Education Resources Presently Available or in operation in_____Community School District.

On the following sheet list career education resources in terms of personnel, projects or programs, finances, and facilities/equipment. These resources are not limited to the local school but should include those resources available throughout the district that could be incorporated into a comprehensive career education plan for your district.

PERSONNEL

As an example of the people resources in career education that exist in your district, please list at least ten persons who could be asked to discuss their careers or give demonstrations to young people.

These people may or may not be associated with the school and should represent a combination of professional and non-professional careers. Please do not list names on this form--you will probably want to keep them in your records, however.

A listing of ten people will barely scratch the surface of the potential resource--and you may list as many as you would like beyond ten. The purpose of this page is two-fold:

1. to encourage the local districts to look within for people resources
2. to give the area advisory committee examples of the people resources that exist.

POSITION	AREAS OF EXPERTISE	(Check One) ARE BEING USED	COULD BE USED
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			
13.			
14.			
15.			
16.			
17.			
18.			
19.			

(Please add additional pages as necessary)

FINANCES- Please list any additional sources of income available to you for career education implementation such as special state and federal programs or projects you have qualified for or local funding from foundations, civic organizations, etc., presently in operation or being designed.

	SOURCE	LENGTH OF FUNDING PERIOD	TITLE OF PROGRAM OR PROJECT
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			

PROJECTS OR PROGRAMS:

The purpose of this page is to describe the projects or programs in career education that are presently in existence in your school district. Please describe all those listed on the previous page, plus those career education projects and programs that do not receive special funding.

PROJECTS OR PROGRAMS	GRADE LEVELS	BRIEF DESCRIPTION
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

You are encouraged to add extra pages for more projects or programs to give more in-depth descriptions if you desire.

FACILITIES/EQUIPMENT

The purpose of this section is to gain insight at the local and area level into facilities/equipment that your school district owns or has access to that are or could be uniquely suited to the process of career education. More likely than not, these facilities/equipment would relate to the grades 7-12 exploratory and preparatory aspects of career education, although we are certainly not limiting this section to such.

It is not the intention of this section to ask you to list each individual piece of equipment, room, or building; rather that you give a general listing by area.

	FACILITIES/EQUIPMENT	USE	BRIEF DESCRIPTION	(Check one) ARE BEING USED	(Check one) COULD BE USED
1.					
2.					
3.					
4.					
5.					
6.					
7.					

Facilities/Equipment, con't....

	FACILITIES/EQUIPMENT	USE	BRIEF DESCRIPTION	(Check one) ARE BEING USED	COULD BE USED
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					
16.					

You are encouraged to add extra pages listing additional facilities or to give more in-depth descriptions if you desire.

AREA XV CAREER EDUCATION RESEARCH-PLANNING

SURVEY OF SPECIAL NEEDS REFLECTED IN STUDENT POPULATION

This section is composed of two parts, an Outline of Special Needs Classification to use as a general reference and a summary of the special needs that are reflected in the student population of your school district.

The career education concept asks us to implement a delivery system of career awareness, exploration, and preparation that can reach all students. Those students who function satisfactorily or above average in the regular classroom situation need to be and will be well provided for in a well developed career education program. We do have students, however, who are not performing satisfactorily in school for one or a combination of reasons. Many of these reasons are remedial in nature.

It is the purpose of this section to develop a summary, by incidence and location, of those special needs reflected in the student population of the public schools of Area XV so that;

1. recommendations to the D.P.I. for career education implementation in Area XV will include well documented data that may reflect the need for increased special funding for our schools.

2. recent, well documented data will be available to the Area Educational Unit for use in the development of a special education plan for our area.

Please list only the number of students by grade and classification. Supporting data should be kept in your school to be used for reference in the development of specially funded programs that you may qualify for as a result of this study or in the planning processes of the Area Educational Unit.

OUTLINE OF SPECIAL NEEDS CLASSIFICATION

I. DISADVANTAGED- The classification system for the disadvantaged is designed to include all persons who have academic, socioeconomic, or other handicaps that prevent them from succeeding in a regular education program. In order to assist an individual to succeed, one or more of the allowable special services should be provided to maximize the likelihood of his successful completion of a program.

1.0 ACADEMICALLY DISADVANTAGED- These individuals are not succeeding or cannot succeed in a regular education program because of at least one educational deficiency.

1.1 LANGUAGE (SPEAKING/COMPREHENSION) DEFICIENCY- Individuals in this group experience sufficient difficulty with verbal communication that their capacity to learn is significantly reduced. They may have one or more of the following characteristics:

Poor speech and/or limited formal English vocabulary.
Inability to use the formal language effectively in school
Serious language difficulties in any language

1.1.1 ENGLISH IS SECONDARY LANGUAGE- Persons whose language deficiency can be remedied by instruction in English as a foreign language

1.1.2 ENGLISH IS PRIMARY LANGUAGE- Persons whose language deficiency can be remedied by programs designed to increase language proficiency

1.2 READING AND/OR WRITING DEFICIENCY- Individuals in this group experience sufficient difficulty with reading and writing that their capacity to learn is reduced significantly. They may have one or more of the following characteristics:

Poor reading ability and limited formal vocabulary
Inability to write or communicate in writing

1.2.1 ENGLISH IS SECONDARY LANGUAGE- Persons whose reading/writing deficiency can be treated by instruction in English as a foreign language or by programs designed to achieve proficiency

1.2.2 ENGLISH IS PRIMARY LANGUAGE- Persons whose reading/writing deficiency can be treated best by programs designed to increase proficiency

1.3 COMPUTATIONAL DEFICIENCY- These individuals have educational background in mathematics which is not adequate to perform at the level required by the regular education program. They may have one or more of the following characteristics:

Serious difficulties in comprehending computational concepts
Insufficient computational skill to compete effectively with peers

1.4 GENERAL EDUCATIONAL DEFICIENCY- Individuals in this group have general educational deficiencies which are principally responsible for their inability to succeed. They may have one or more characteristics or conditions, such as the following:

A. Low achievement scores
B. Poor attendance records
C. School dropout
D. Potential school dropout
E. Unawareness of educational procedures and/or opportunities
F. Lack of parental support and guidance because of parents' lack of education

2.0 SOCIOECONOMIC EFFECTS ON BEHAVIOR-These individuals, because of their background or experience, have developed attitudes which result in behavior that severely limits their ability to perform successfully in an education program.

2.1 HOSTILE OR DEFIANT BEHAVIOR-Individuals in this group exhibit excessive aggressive, anti-social, or disruptive behavior. They may have one or more characteristics, such as the following:

A. Significant incidence of involvement with the criminal justice system
B. Defiance of rules and regulations
C. Persistence in trying to dominate the scene
D. Withdrawals from normal social intercourse
E. Unrestrained behavior
F. Socially assertive and unconventional behavior
G. Disruptiveness in school

2.2 PASSIVE OR APATHETIC BEHAVIOR-Individuals in this group exhibit unusual lack of participation in and response to learning opportunities. They may have one or more characteristics or conditions, such as the following:

A. No interest in learning or in schoolwork
B. Negative attitude toward learning
C. Discouragement in schoolwork
D. Lack of personal motivation, indifference
E. Poor relationship with others
F. Very poor or negative self-image
G. Oversensitivity to constructive criticism
H. Lack of experience with successful examples of his own ethnic group
I. Other identified disadvantagements, such as poor nutrition, broken home, out-of-wedlock pregnancies, or under-employment

3.0 ECONOMICALLY DISADVANTAGED- Individuals in this group are not succeeding or cannot succeed in a regular education program for one or more economic reasons. The effects tend to be clear and obvious to an educator, and countermeasures may require joint efforts with welfare and other social agency personnel. Persons in this category may have one or more characteristics, such as the following:

A. Geographical isolation
B. Needs economic assistance to enter or stay in school
C. Unemployment or underemployment

4.0 OTHER REMEDIABLE EFFECTS (SPECIFY)- This "catch all" category should be restricted to special situations of a local individualized nature. The effect of disadvantagement should be specified.

II. HANDICAPPED- The classification system for the handicapped is designed to include all persons with a physical or mental handicap who cannot or are not succeeding in a regular education program. To assist an individual to succeed, one or more of the allowable special services should be provided to maximize the likelihood of his successful completion of a program.

1.0 MENTALLY RETARDED- Individuals are considered to be mentally retarded when their rate of intellectual development is significantly less than the normal rate and the potential for academic achievement is estimated to be markedly less than expected of persons with a normal rate of intellectual development.

Criteria for inclusion in these categories require professional diagnosis in which conditions, such as hearing loss, visual handicaps, emotional handicaps, learning disabilities, language handicaps, social and cultural deprivation, are ruled out as the primary cause of lack of ability to succeed.

1.1 EDUCABLE RETARDED- Individuals in this group have a rate of intellectual development which is approximately 45 to 75 percent of normal. They can be expected to achieve maximally to about the sixth-grade level in academic work. However, they can be educated and trained to enter the world of work in positions which formerly may have been considered beyond their capabilities.

The rate of intellectual development, and other criteria for inclusion in this category, must be that which is specified by State regulations.

1.2 TRAINABLE RETARDED- Individuals in this group have a rate of intellectual development approximately 25 to 50 percent of normal and respond more slowly to education and training than do the educable retarded. Many can be trained for jobs which require single skills and in which adequate supervision is provided.

The rate of intellectual development, and other criteria for inclusion in this category, must be that which is specified by State regulations.

2.0 LEARNING DISABILITY- Individuals with this handicap exhibit a disorder in one or more basic psychological processes involved in understanding or using spoken or written language. These processes may be manifested in disorders of listening, thinking, speaking, reading, writing, spelling, or simple computing. The term includes conditions which have been referred to as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, developmental asphasia, etc. This category does not include learning problems which are primarily caused by visual, hearing, or motor handicaps, mental retardation, emotional disturbances, or environmental disadvantages.

3.0 SERIOUSLY EMOTIONALLY DISTURBED- Individuals with this handicap suffer from psychiatric disturbances which limit their ability to govern their own behavior. These disturbances are of such a nature and severity as to require one or more special educational or other type of services.

4.0 ORTHOPEDICALLY HANDICAPPED- These individuals are limited in self-mobility, sitting in a classroom, and/or using materials or equipment for learning because of muscular, skeletal, or neuro-muscular impairment.

5.0 VISUALLY HANDICAPPED- These individuals are severely limited in their ability to see. State laws and regulations establish the criteria for the diagnosis and classification of visual disabilities.

5.1 PARTIALLY SIGHTED- Using the criteria specified by the State, include in this group those individuals whose vision is limited even with correction to the extent that modifications must be made in program, equipment, materials, and/or facilities if they are to be able to succeed in the educational program.

5.2 BLIND- State laws define legal blindness. The extent of the visual disability is severe. Usually, the visual handicap is such that the individual must depend, to a large extent, on his sense of touch and hearing rather than on his sense of sight.

6.0 HEARING IMPAIRED- Individuals in this group have a sense of hearing inadequate for success in learning situations. State laws and regulations establish the criteria for the diagnosis and classification of hearing disabilities.

6.1 HARD OF HEARING- The individual can hear and understand speech, but with difficulty. The speech must be loud and the individual must use a hearing aid, or lipreading along with a hearing aid, to supplement his own hearing.

6.2 DEAF- Even with the amplification of sound provided by a hearing aid, the individual is unable to hear and recognize all speech sounds.

7.0 SPEECH IMPAIRED- These individuals have speech patterns that differ noticeably from the normal. Speech disorders may be articulatory, vocal, stuttering, or derived from delayed speech, and speech disorders associated with cleft palate, hearing impairment, or cerebral palsy.

8.0 OTHER HEALTH IMPAIRMENT- This group of individuals have limited strength, vitality, and alertness because of chronic health problems such as heart conditions, tuberculosis, rheumatic fever, nephritis, infectious hepatitis, infectious mononucleosis, asthma, hemophilia, epilepsy, leukemia, diabetes, and other chronic conditions.

9.0 MULTI-HANDICAPPED- Individuals in this group have a combination of handicapping conditions, each of which must be considered in planning programs or program modification.

SUMMARY: INCIDENCE OF DISADVANTAGED BY CLASSIFICATION

CLASSIFICATION	DISADVANTAGED BY GRADE LEVEL													
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOT
1.0 ACADEMICALLY DISADVANTAGED														
1.1 LANGUAGE DEFICIENCY														
1.2 READING/WRITING DEFICIENCY														
1.3 COMPUTATIONAL DEFICIENCY														
1.4 GENERAL EDUCATIONAL DEFICIENCY														
2.0 SOCIOECONOMIC EFFECTS OR BEHAVIOR														
2.1 HOSTILE OR DEFIANT BEHAVIOR														
2.2 PASSIVE OR APATHETIC BEHAVIOR														
3.0 ECONOMICALLY DEPRIVED														
4.0 OTHER REMEDIAL EFFECTS														
TOTAL INCIDENCE:														
TOTAL UNDUPLICATED NO. OF STUDENTS:														

Instructions:
1. Place the number of disadvantaged students by classification and grade level on the chart. (Note-Lines 1.0 and 2.0 will be the sum of their sub-classifications). In the case of ungraded situations, place the student at the grade level you feel is most appropriate.
2. The total column at the right is a sum of the line items.
3. Total Incidence-second from bottom line- is sum of lines 1.0, 2.0, 3.0, 4.0 by grade level column.
4. Total Unduplicated Number of Students-is the actual number of students that the Total Incidence Column represents.

SUMMARY: INCIDENCE OF HANDICAPPED BY CLASSIFICATION

CLASSIFICATION	HANDICAPPED BY GRADE LEVEL													
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
1.0 MENTALLY RETARDED														
1.1 EDUCABLE RETARDED														
1.2 TRAINABLE RETARDED														
2.0 LEARNING DISABILITY														
3.0 SERIOUSLY EMOTIONALLY DISTURBED														
4.0 ORTHOPEDICALLY HANDICAPPED														
5.0 VISUALLY HANDICAPPED														
5.1 PARTIALLY SIGHTED														
5.2 BLIND														
6.0 HEARING IMPAIRED														
6.1 HARD OF HEARING														
6.2 DEAF														
7.0 SPEECH IMPAIRED														
8.0 OTHER HEALTH IMPAIRMENT														
9.0 MULTI-HANDICAPPED														
TOTAL INCIDENCE														
TOTAL UNDUPLICATED NO. OF STUDENTS														

Instructions: 1. Place the number of handicapped students by classification and grade level on the chart. (Note-Lines 1.0, 5.0, and 6.0 will be the sum of their sub-classifications). In the case of ungraded situations, place the student at the grade level you feel is most appropriate.
2. The total column at the right is a sum of the line items.
3. Total Incidence-second from bottom line-is sum of lines 1.0, 2.0, 3.0, 4.0, 5.0, 6.0, 7.0, 8.0, 9.0
4. Total Unduplicated number of students-is the actual number of students that the Total Incidence column represents.

AREA XV CAREER EDUCATION RESEARCH & PLANNING

_____COMMUNITY SCHOOL SEGMENT

DROPOUTS

1. PLEASE GIVE THE NUMBER OF DROPOUTS FOR SCHOOL YEAR 1973-74 BY THE FOLLOWING CLASSIFICATIONS:

GRADE LEVEL	BOYS	GIRLS	TOTAL
7	_____	_____	_____
8	_____	_____	_____
9	_____	_____	_____
10	_____	_____	_____
11	_____	_____	_____
12	_____	_____	_____
OTHER	_____	_____	_____
TOTALS:	_____	_____	_____

2. IS THERE AN ECONOMIC LEVEL THAT A SIGNIFICANT PROPORTION OF DROPOUTS ARE ASSOCIATED WITH? PLEASE CHECK THE APPROPRIATE BLANK.

_____ BELOW $8,000 FAMILY INCOME

_____ $8,000 - $12,000 FAMILY INCOME

_____ $12,000 - $20,000 FAMILY INCOME

_____ $20,000 - ABOVE FAMILY INCOME

_____ NO ONE ABOVE LISTED INCOME LEVEL REPRESENTS A SIGNIFICANT PROPORTION.

AREA XV CAREER EDUCATION RESEARCH-PLANNING

_____COMMUNITY SCHOOL SEGMENT

FOLLOW-UP ON GRADUATES

1. Please list the approximate percent of your 1974 graduates that you feel followed a course of study in school that was designed to prepare them for the employment or additional educational training they have elected to initiate since graduation. _____%

2. Please list the approximate percent of your 1974 graduates that you feel followed a course of study in school that probably was not designed to prepare them for the employment or additional educational training they have elected to initiate since graduation. _____%

3. Please list the approximate percent of your 1974 graduates about which you are undecided as to whether the course of study they followed was designed to prepare them for the employment or additional educational training they have elected to initiate since graduation.

_____%

VI

SURVEY RESULTS

This section is divided into two major areas with many sub-divisions. The following will outline the information contained here.

A. Actual Size of Sample Responding:

   1. School Personnel

   2. Students

   3. Parents

   4. Business and Industry

B. Area Results

   1. School Personnel Questionnaire

      a. Total

      b. Administration

      c. Counselors

      d. Teachers

      e. Other

   2. Students Questionnaire Total

   3. Parents Questionnaire Total

   4. Business-Industry Questionnaire Total

   5. Comparison of Mutual Question Results

      a. Student Segment and School Personnel

      b. Parents Segment and School Personnel

      c. Business-Industry and School Personnel

      d. Parents, Business-Industry, and School Personnel

   6. Total School Personnel Responses to page 4 of School Personnel Questionnaire

      a. Question 42

      b. Question 43

      c. Question 44

   7. Specially funded projects

   8. Dropouts

   9. Graduate Follow-up

SAMPLE

The outreach effort included the following sample of attitudes and opinions. These numbers reflect those who actually responded.

* School Personnel	1,410	=	73.51% of public school personnel in Area XV K-12
* Pupils	19,479	=	87.12% of pupils (4-12) in the public schools of Area XV
* Parents	2,021	=	12.02% of the parents of students (K-12) in the public schools of Area XV
Business/Industry	255	=	9.30% of the business and industries in Area XV as listed by the Iowa State Employment Service

* This sample does not include the Keota District, that asked not to be included in the survey at this time, as they are presently involved in a career education project funded through the D.P.I. that requires an outreach effort at a later date.

SCHOOL PERSONNEL SEGMENT: Please react to each statement with only one response.
(Check one) ADM. 1.____ COUNSELOR 2.____ TEACHER 3.____ OTHER 4.____

	YES	NO	UNDECIDED
1. Career education should be integrated into the curriculum of our school to such a degree that it becomes meaningful and useful to parents, students, school personnel, and our community.	1. 1262	2. 35	3. 112
2. Educators in the elementary and secondary schools accept the concept of career development as being a worthy mission of the school to the degree that they do general education.	1. 766	2. 346	3. 298
3. A complete, comprehensive, career education program integrated into a school's curriculum should of necessity be so designed as to lend support to every student's developmental process.	1. 1231	2. 66	3. 113
4. Students who graduate from high school should possess a marketable skill.	1. 950	2. 182	3. 278
5. We should develop a close working relationship with the business community in our educational process.	1. 1269	2. 28	3. 113
6. Students should become aware of and explore many career opportunities during their school years.	1. 1321	2. 29	3. 60
7. I believe that we can and should integrate an increased amount of career information into the regular curriculum of our school.	1. 1168	2. 71	3. 171
8. Career education concepts require initial and continuous support from the leadership roles of administrators and boards of education in order to create an "atmosphere for change" in the school and community.	1. 1223	2. 49	3. 138
9. Special staff and instructional staff will readily adapt sound career education concepts into the curriculum if the proper leadership and direction can be provided.	1. 834	2. 133	3. 443
10. Curriculum development in career education in our school should emerge under the umbrella of a master plan so as to avoid undue repetition and/or voids in the process.	1. 1212	2. 59	3. 139
11. In-Service training would be necessary to effective implementation of career education in our school.	1. 1064	2. 131	3. 215
12. It seems more feasible to create "spheres of influence" in career education among special staff and instructional staff with a special interest, and experience a gradual, systematic spin-off throughout the system as opposed to an attempt at total staff involvement.	1. 669	2. 283	3. 428
13. Cooperative effort with other school districts in the provision of exploratory and preparatory courses of study would seem a logical consideration.	1. 1040	2. 114	3. 256
14. A professional staff member with expertise in curriculum and career education integration who could be shared by two or more local school districts would seem a logical consideration.	1. 775	2. 264	3. 371
15. Cooperative efforts with other school districts in the area of teacher in-service training in career education would seem a logical consideration.	1. 1080	2. 119	3. 211

		YES	NO	UNDECIDED
16.	An arrangement between the school and local employers whereby business people discuss their occupations with young people would seem a logical consideration.	1. 1340	2. 22	3. 48
17.	An arrangement between the school and local employers for students to supplement their formal schooling with "actually doing" exploratory experiences would seem a logical consideration.	1. 1233	2. 54	3. 123
18.	An arrangement between the school and local employers for students to alternate in-school and on-the-job instruction--with the goal of entry level employment in an occupational field would seem a logical consideration.	1. 1115	2. 91	3. 204
19.	Parents invited to the school to discuss their careers with our young people would seem a logical consideration.	1. 1226	2. 55	3. 129
20.	The development of a practical curriculum guide to career education materials available through the Media Center, with special emphasis on grade level, job cluster, curriculum area, and a paragraph of description resulting from review by professional staff would seem a logical consideration.	1. 1190	2. 51	3. 169
21.	The curriculum offerings and physical plant of our school are adequate to meet requirements of the exploratory and preparatory aspects of career education.	1. 291	2. 675	3. 444
22.	The capability and work load of the existing staff of our school would allow us to implement, monitor, and evaluate an effective career education program without additional assistance.	1. 198	2. 794	3. 418
23.	I feel that I understand career education concepts to the point that I can integrate them into my course of study and/or related school assignments.	1. 534	2. 511	3. 365
24.	Students graduating from our high schools today generally have a good concept of the career opportunities that are available to them.	1. 187	2. 864	3. 359
25.	Generally, our high schools are presently graduating students who are prepared to seek gainful employment at the time of their graduation.	1. 264	2. 716	3. 430
26.	Generally, our high schools are presently graduating students who are prepared to seek additional education or training to qualify for gainful employment.	1. 902	2. 177	3. 331
27.	High school graduates are well prepared in job application skills such as writing letters of application and applicant interviews.	1. 160	2. 739	3. 511

PLEASE NOTE: IN RESPONDING TO THE FOLLOWING STATEMENTS, PUT YOURSELF IN THE PLACE OF A STUDENT IN YOUR SCHOOL AT THE PRESENT TIME.

	MUCH HELP	SOME HELP	NO HELP
28. My school has activities that help me find out what jobs and work means.	1.128	2.1115	3.167
29. My school helps me see my strengths and my interests when I am thinking about choosing a job.	1.142	2.1059	3.209
30. My school has activities that help me to choose a group of jobs to study.	1.161	2. 911	3.338
31. My school helps me recognize and understand those things in my life that are important to me.	1.296	2. 948	3.166
32. My school helps me see the special skills needed by people who work in various jobs.	1.206	2. 978	3.226
33. My school helps me discover my interests, my abilities, and my feelings that relate to a group of jobs that I think I might like to work on.	1.181	2.1019	3.210
34. My school helps me see that a person's standard of living depends on the kind of job he has as a wage earner.	1.286	2. 862	3.262
35. My school helps me see that school is a form of a job where success in basic skills is needed to be successful in whatever I am going to do.	1.493	2. 767	3.150
36. My school provides experiences for me to use tools and equipment that are used in various groups of jobs.	1.267	2. 886	3.257
37. My school helps me plan to get the skills I need to know in the job I am planning for.	1.187	2. 990	3.233
38. My school helps me get the skills that are basic to a single job I am planning for.	1.125	2. 923	3.362
39. My school helps me match my interests and abilities with the skills that are needed in groups of jobs.	1.122	2. 978	3.310
40. My school helps me see that how I act and what I am may fit one kind of job more than another kind of job.	1.216	2. 917	3.277
41. My school has activities showing why certain types of jobs require more education and training than other kinds of jobs.	1.267	2. 892	3.251

SCHOOL PERSONNEL SEGMENT: Please react to each statement with only one response.
(Check one) ADM. 1. X COUNSELOR 2. ____ TEACHER 3. ____ OTHER 4. ____

TOTAL AREA XV ADMINISTRATORS RESPONSES	YES	NO	UNDECIDED
1. Career education should be integrated into the curriculum of our school to such a degree that it becomes meaningful and useful to parents, students, school personnel, and our community.	1. 52	2. 1	3. 2
2. Educators in the elementary and secondary schools accept the concept of career development as being a worthy mission of the school to the degree that they do general education.	1. 35	2. 12	3. 8
3. A complete, comprehensive, career education program integrated into a school's curriculum should of necessity be so designed as to lend support to every student's developmental process.	1. 49	2. 1	3. 5
4. Students who graduate from high school should possess a marketable skill.	1. 33	2. 7	3. 15
5. We should develop a close working relationship with the business community in our educational process.	1. 52	2. 0	3. 3
6. Students should become aware of and explore many career opportunities during their school years.	1. 53	2. 0	3. 2
7. I believe that we can and should integrate an increased amount of career information into the regular curriculum of our school.	1. 52	2. 1	3. 2
8. Career education concepts require initial and continuous support from the leadership roles of administrators and boards of education in order to create an "atmosphere for change" in the school and community.	1. 50	2. 2	3. 3
9. Special staff and instructional staff will readily adapt sound career education concepts into the curriculum if the proper leadership and direction can be provided.	1. 40	2. 8	3. 7
10. Curriculum development in career education in our school should emerge under the umbrella of a master plan so as to avoid undue repetition and/or voids in the process.	1. 51	2. 1	3. 3
11. In-Service training would be necessary to effective implementation of career education in our school.	1. 50	2. 2	3. 3
12. It seems more feasible to create "spheres of influence" in career education among special staff and instructional staff with a special interest, and experience a gradual, systematic spin-off throughout the system as opposed to an attempt at total staff involvement.	1. 27	2. 17	3. 11
13. Cooperative effort with other school districts in the provision of exploratory and preparatory courses of study would seem a logical consideration.	1. 39	2. 7	3. 9
14. A professional staff member with expertise in curriculum and career education integration who could be shared by two or more local school districts would seem a logical consideration.	1. 33	2. 10	3. 12
15. Cooperative efforts with other school districts in the area of teacher in-service training in career education would seem a logical consideration.	1. 45	2. 3	3. 7

	YES	NO	UNDECIDED
16. An arrangement between the school and local employers whereby business people discuss their occupations with young people would seem a logical consideration.	1. 52	2. 1	3. 2
17. An arrangement between the school and local employers for students to supplement their formal schooling with "actually doing" exploratory experiences would seem a logical consideration.	1. 49	2. 2	3. 4
18. An arrangement between the school and local employers for students to alternate in-school and on-the-job instruction--with the goal of entry level employment in an occupational field would seem a logical consideration.	1. 44	2. 5	3. 6
19. Parents invited to the school to discuss their careers with our young people would seem a logical consideration.	1. 50	2. 2	3. 3
20. The development of a practical curriculum guide to career education materials available through the Media Center, with special emphasis on grade level, job cluster, curriculum area, and a paragraph of description resulting from review by professional staff would seem a logical consideration.	1. 50	2. 2	3. 3
21. The curriculum offerings and physical plant of our school are adequate to meet requirements of the exploratory and preparatory aspects of career education.	1. 20	2. 21	3. 14
22. The capability and work load of the existing staff of our school would allow us to implement, monitor, and evaluate an effective career education program without additional assistance.	1. 13	2. 27	3. 15
23. I feel that I understand career education concepts to the point that I can integrate them into my course of study and/or related school assignments.	1. 32	2. 14	3. 9
24. Students graduating from our high schools today generally have a good concept of the career opportunities that are available to them.	1. 8	2. 33	3. 14
25. Generally, our high schools are presently graduating students who are prepared to seek gainful employment at the time of their graduation.	1. 15	2. 28	3. 12
26. Generally, our high schools are presently graduating students who are prepared to seek additional education or training to qualify for gainful employment.	1. 40	2. 5	3. 10
27. High school graduates are well prepared in job application skills such as writing letters of application and applicant interviews.	1. 8	2. 33	3. 14

PLEASE NOTE: IN RESPONDING TO THE FOLLOWING STATEMENTS, PUT YOURSELF IN THE PLACE OF A STUDENT IN YOUR SCHOOL AT THE PRESENT TIME.

	MUCH HELP	SOME HELP	NO HELP
28. My school has activities that help me find out what jobs and work means.	1. 8	2. 43	3. 4
29. My school helps me see my strengths and my interests when I am thinking about choosing a job.	1. 8	2. 43	3. 4
30. My school has activities that help me to choose a group of jobs to study.	1.11	2. 37	3. 7
31. My school helps me recognize and understand those things in my life that are important to me.	1.10	2. 41	3. 4
32. My school helps me see the special skills needed by people who work in various jobs.	1. 8	2. 40	3. 7
33. My school helps me discover my interests, my abilities, and my feelings that relate to a group of jobs that I think I might like to work on.	1. 6	2. 43	3. 6
34. My school helps me see that a person's standard of living depends on the kind of job he has as a wage earner.	1.11	2. 41	3. 3
35. My school helps me see that school is a form of a job where success in basic skills is needed to be successful in whatever I am going to do.	1.17	2. 35	3. 3
36. My school provides experiences for me to use tools and equipment that are used in various groups of jobs.	1.11	2. 39	3. 5
37. My school helps me plan to get the skills I need to know in the job I am planning for.	1. 7	2. 41	3. 7
38. My school helps me get the skills that are basic to a single job I am planning for.	1. 5	2. 41	3. 9
39. My school helps me match my interests and abilities with the skills that are needed in groups of jobs.	1. 7	2. 36	3.12
40. My school helps me see that how I act and what I am may fit one kind of job more than another kind of job.	1.10	2. 35	3.10
41. My school has activities showing why certain types of jobs require more education and training than other kinds of jobs.	1.10	2. 37	3. 8
	1171	797	287

SCHOOL PERSONNEL SEGMENT: Please react to each statement with only one response.
(Check one) ADM. 1.____ COUNSELOR 2. X TEACHER 3.____ OTHER 4.____

TOTAL AREA XV COUNSELOR RESPONSES

	YES	NO	UNDECIDED
Career education should be integrated into the curriculum of our school to such a degree that it becomes meaningful and useful to parents, students, school personnel, and our community.	1. 31	2. 1	3. 0
Educators in the elementary and secondary schools accept the concept of career development as being a worthy mission of the school to the degree that they do general education.	1. 8	2. 16	3. 8
A complete, comprehensive, career education program integrated into a school's curriculum should of necessity be so designed as to lend support to every student's developmental process.	1. 30	2. 0	3. 2
Students who graduate from high school should possess a marketable skill.	1. 17	2. 3	3. 12
We should develop a close working relationship with the business community in our educational process.	1. 30	2. 1	3. 1
Students should become aware of and explore many career opportunities during their school years.	1. 31	2. 0	3. 1
I believe that we can and should integrate an increased amount of career information into the regular curriculum of our school.	1. 29	2. 1	3. 2
Career education concepts require initial and continuous support from the leadership roles of administrators and boards of education in order to create an "atmosphere for change" in the school and community.	1. 31	2. 0	3. 1
Special staff and instructional staff will readily adapt sound career education concepts into the curriculum if the proper leadership and direction can be provided.	1. 21	2. 4	3. 7
Curriculum development in career education in our school should emerge under the umbrella of a master plan so as to avoid undue repetition and/or voids in the process.	1. 30	2. 2	3. 0
In-Service training would be necessary to effective implementation of career education in our school.	1. 27	2. 2	3. 3
It seems more feasible to create "spheres of influence" in career education among special staff and instructional staff with a special interest, and experience a gradual, systematic spin-off throughout the system as opposed to an attempt at total staff involvement.	1. 6	2. 13	3. 13
Cooperative effort with other school districts in the provision of exploratory and preparatory courses of study would seem a logical consideration.	1. 17	2. 5	3. 10
A professional staff member with expertise in curriculum and career education integration who could be shared by two or more local school districts would seem a logical consideration.	1. 20	2. 5	3. 7
Cooperative efforts with other school districts in the area of teacher in-service training in career education would seem a logical consideration.	1. 25	2. 3	3. 4

	YES	NO	UNDECIDED
16. An arrangement between the school and local employers whereby business people discuss their occupations with young people would seem a logical consideration.	1. 32	2. 0	3. 0
17. An arrangement between the school and local employers for students to supplement their formal schooling with "actually doing" exploratory experiences would seem a logical consideration.	1. 30	2. 1	3. 1
18. An arrangement between the school and local employers for students to alternate in-school and on-the-job instruction--with the goal of entry level employment in an occupational field would seem a logical consideration.	1. 28	2. 3	3. 1
19. Parents invited to the school to discuss their careers with our young people would seem a logical consideration.	1. 29	2. 1	3. 2
20. The development of a practical curriculum guide to career education materials available through the Media Center, with special emphasis on grade level, job cluster, curriculum area, and a paragraph of description resulting from review by professional staff would seem a logical consideration.	1. 30	2. 0	3. 2
21. The curriculum offerings and physical plant of our school are adequate to meet requirements of the exploratory and preparatory aspects of career education.	1. 3	2. 20	3. 9
22. The capability and work load of the existing staff of our school would allow us to implement, monitor, and evaluate an effective career education program without additional assistance.	1. 6	2. 19	3. 7
23. I feel that I understand career education concepts to the point that I can integrate them into my course of study and/or related school assignments.	1. 27	2. 3	3. 2
24. Students graduating from our high schools today generally have a good concept of the career opportunities that are available to them.	1. 3	2. 25	3. 4
25. Generally, our high schools are presently graduating students who are prepared to seek gainful employment at the time of their graduation.	1. 9	2. 15	3. 8
26. Generally, our high schools are presently graduating students who are prepared to seek additional education or training to qualify for gainful employment.	1. 24	2. 0	3. 8
27. High school graduates are well prepared in job application skills such as writing letters of application and applicant interviews.	1. 5	2. 17	3. 10

PLEASE NOTE: IN RESPONDING TO THE FOLLOWING STATEMENTS, PUT YOURSELF IN THE PLACE OF A STUDENT IN YOUR SCHOOL AT THE PRESENT TIME.

	MUCH HELP	SOME HELP	NO HELP
28. My school has activities that help me find out what jobs and work means.	1. 2	2. 27	3. 3
29. My school helps me see my strengths and my interests when I am thinking about choosing a job.	1. 5	2. 25	3. 2
30. My school has activities that help me to choose a group of jobs to study.	1. 3	2. 23	3. 6
31. My school helps me recognize and understand those things in my life that are important to me.	1. 2	2. 26	3. 4
32. My school helps me see the special skills needed by people who work in various jobs.	1. 0	2. 28	3. 4
33. My school helps me discover my interests, my abilities, and my feelings that relate to a group of jobs that I think I might like to work on.	1. 7	2. 24	3. 1
34. My school helps me see that a person's standard of living depends on the kind of job he has as a wage earner.	1. 2	2. 27	3. 3
35. My school helps me see that school is a form of a job where success in basic skills is needed to be successful in whatever I am going to do.	1. 6	2. 24	3. 2
36. My school provides experiences for me to use tools and equipment that are used in various groups of jobs.	1. 12	2. 18	3. 2
37. My school helps me plan to get the skills I need to know in the job I am planning for.	1. 9	2. 21	3. 2
38. My school helps me get the skills that are basic to a single job I am planning for.	1. 4	2. 24	3. 4
39. My school helps me match my interests and abilities with the skills that are needed in groups of jobs.	1. 6	2. 23	3. 3
40. My school helps me see that how I act and what I am may fit one kind of job more than another kind of job.	1. 8	2. 19	3. 5
41. My school has activities showing why certain types of jobs require more education and training than other kinds of jobs.	1. 8	2. 23	3. 1
	653	492	167

SCHOOL PERSONNEL SEGMENT: Please react to each statement with only one response.
(Check one) ADM. 1.____ COUNSELOR 2.____ TEACHER 3. X ____ OTHER 4.____

TOTAL AREA XV TEACHER RESPONSES	YES	NO	UNDECIDED
1. Career education should be integrated into the curriculum of our school to such a degree that it becomes meaningful and useful to parents, students, school personnel, and our community.	1. 1034	2. 30	3. 93
2. Educators in the elementary and secondary schools accept the concept of career development as being a worthy mission of the school to the degree that they do general education.	1. 627	2. 285	3. 245
3. A complete, comprehensive, career education program integrated into a school's curriculum should of necessity be so designed as to lend support to every student's developmental process.	1. 1010	2. 58	3. 89
4. Students who graduate from high school should possess a marketable skill.	1. 786	2. 158	3. 213
5. We should develop a close working relationship with the business community in our educational process.	1. 1038	2. 27	3. 92
6. Students should become aware of and explore many career opportunities during their school years.	1. 1082	2. 24	3. 50
7. I believe that we can and should integrate an increased amount of career information into the regular curriculum of our school.	1. 955	2. 62	3. 140
8. Career education concepts require initial and continuous support from the leadership roles of administrators and boards of education in order to create an "atmosphere for change" in the school and community.	1. 994	2. 43	3. 120
9. Special staff and instructional staff will readily adapt sound career education concepts into the curriculum if the proper leadership and direction can be provided.	1. 685	2. 106	3. 366
10. Curriculum development in career education in our school should emerge under the umbrella of a master plan so as to avoid undue repetition and/or voids in the process.	1. 993	2. 50	3. 114
11. In-Service training would be necessary to effective implementation of career education in our school.	1. 863	2. 116	3. 178
12. It seems more feasible to create "spheres of influence" in career education among special staff and instructional staff with a special interest, and experience a gradual, systematic spin-off throughout the system as opposed to an attempt at total staff involvement.	1. 594	2. 219	3. 344
13. Cooperative effort with other school districts in the provision of exploratory and preparatory courses of study would seem a logical consideration.	1. 865	2. 88	3. 204
14. A professional staff member with expertise in curriculum and career education integration who could be shared by two or more local school districts would seem a logical consideration.	1. 631	2. 226	3. 300
15. Cooperative efforts with other school districts in the area of teacher in-service training in career education would seem a logical consideration.	1. 886	2. 105	3. 166

		YES	NO	UNDECIDED
16.	An arrangement between the school and local employers whereby business people discuss their occupations with young people would seem a logical consideration.	1. 1103	2. 19	3. 35
17.	An arrangement between the school and local employers for students to supplement their formal schooling with "actually doing" exploratory experiences would seem a logical consideration.	1. 1008	2. 44	3. 105
18.	An arrangement between the school and local employers for students to alternate in-school and on-the-job instruction--with the goal of entry level employment in an occupational field would seem a logical consideration.	1. 910	2. 74	3. 173
19.	Parents invited to the school to discuss their careers with our young people would seem a logical consideration.	1. 1013	2. 45	3. 99
20.	The development of a practical curriculum guide to career education materials available through the Media Center, with special emphasis on grade level, job cluster, curriculum area, and a paragraph of description resulting from review by professional staff would seem a logical consideration.	1. 981	2. 41	3. 135
21.	The curriculum offerings and physical plant of our school are adequate to meet requirements of the exploratory and preparatory aspects of career education.	1. 230	2. 563	3. 364
22.	The capability and work load of the existing staff of our school would allow us to implement, monitor, and evaluate an effective career education program without additional assistance.	1. 149	2. 674	3. 334
23.	I feel that I understand career education concepts to the point that I can integrate them into my course of study and/or related school assignments.	1. 423	2. 428	3. 306
24.	Students graduating from our high schools today generally have a good concept of the career opportunities that are available to them.	1. 148	2. 716	3. 293
25.	Generally, our high schools are presently graduating students who are prepared to seek gainful employment at the time of their graduation.	1. 211	2. 592	3. 354
26.	Generally, our high schools are presently graduating students who are prepared to seek additional education or training to qualify for gainful employment.	1. 744	2. 151	3. 262
27.	High school graduates are well prepared in job application skills such as writing letters of application and applicant interviews.	1. 131	2. 605	3. 421

PLEASE NOTE: IN RESPONDING TO THE FOLLOWING STATEMENTS, PUT YOURSELF IN THE PLACE OF A STUDENT IN YOUR SCHOOL AT THE PRESENT TIME.

	MUCH HELP	SOME HELP	NO HELP
28. My school has activities that help me find out what jobs and work means.	1. 102	2. 918	3. 137
29. My school helps me see my strengths and my interests when I am thinking about choosing a job.	1. 105	2. 876	3. 176
30. My school has activities that help me to choose a group of jobs to study.	1. 127	2. 739	3. 291
31. My school helps me recognize and understand those things in my life that are important to me.	1. 249	2. 781	3. 127
32. My school helps me see the special skills needed by people who work in various jobs.	1. 169	2. 802	3. 186
33. My school helps me discover my interests, my abilities, and my feelings that relate to a group of jobs that I think I might like to work on.	1. 148	2. 835	3. 174
34. My school helps me see that a person's standard of living depends on the kind of job he has as a wage earner.	1. 241	2. 692	3. 22[illegible]
35. My school helps me see that school is a form of a job where success in basic skills is needed to be successful in whatever I am going to do.	1. 402	2. 639	3. 116
36. My school provides experiences for me to use tools and equipment that are used in various groups of jobs.	1. 215	2. 726	3. 216
37. My school helps me plan to get the skills I need to know in the job I am planning for.	1. 150	2. 815	3. 192
38. My school helps me get the skills that are basic to a single job I am planning for.	1. 98	2. 763	3. 296
39. My school helps me match my interests and abilities with the skills that are needed in groups of jobs.	1. 96	2. 816	3. 245
40. My school helps me see that how I act and what I am may fit one kind of job more than another kind of job.	1. 166	2. 761	3. 230
41. My school has activities showing why certain types of jobs require more education and training than other kinds of jobs.	1. 208	2. 741	3. 208
	22,570	16,454	8,413

SCHOOL PERSONNEL SEGMENT: Please react to each statement with only one response.
(Check one) ADM. 1.____ COUNSELOR 2.____ TEACHER 3.____ OTHER 4. X

AREA XV TOTAL OTHER SCHOOL PERSONNEL RESPONSES

	YES	NO	UNDECIDED
Career education should be integrated into the curriculum of our school to such a degree that it becomes meaningful and useful to parents, students, school personnel, and our community.	1. 145	2. 3	3. 17
Educators in the elementary and secondary schools accept the concept of career development as being a worthy mission of the school to the degree that they do general education.	1. 96	2. 33	3. 37
A complete, comprehensive, career education program integrated into a school's curriculum should of necessity be so designed as to lend support to every student's developmental process.	1. 142	2. 7	3. 17
Students who graduate from high school should possess a marketable skill.	1. 114	2. 14	3. 38
We should develop a close working relationship with the business community in our educational process.	1. 149	2. 0	3. 17
Students should become aware of and explore many career opportunities during their school years.	1. 155	2. 4	3. 7
I believe that we can and should integrate an increased amount of career information into the regular curriculum of our school.	1. 132	2. 7	3. 27
Career education concepts require initial and continuous support from the leadership roles of administrators and boards of education in order to create an "atmosphere for change" in the school and community.	1. 148	2. 4	3. 14
Special staff and instructional staff will readily adapt sound career education concepts into the curriculum if the proper leadership and direction can be provided.	1. 88	2. 15	3. 63
Curriculum development in career education in our school should emerge under the umbrella of a master plan so as to avoid undue repetition and/or voids in the process.	1. 138	2. 6	3. 22
In-Service training would be necessary to effective implementation of career education in our school.	1. 124	2. 11	3. 31
It seems more feasible to create "spheres of influence" in career education among special staff and instructional staff with a special interest, and experience a gradual, systematic spin-off throughout the system as opposed to an attempt at total staff involvement.	1. 72	2. 34	3. 60
Cooperative effort with other school districts in the provision of exploratory and preparatory courses of study would seem a logical consideration.	1. 119	2. 14	3. 33
A professional staff member with expertise in curriculum and career education integration who could be shared by two or more local school districts would seem a logical consideration.	1. 91	2. 23	3. 52
Cooperative efforts with other school districts in the area of teacher in-service training in career education would seem a logical consideration.	1. 124	2. 8	3. 34

	YES	NO	UNDECIDED
16. An arrangement between the school and local employers whereby business people discuss their occupations with young people would seem a logical consideration.	1. 153	2. 2	3. 11
17. An arrangement between the school and local employers for students to supplement their formal schooling with "actually doing" exploratory experiences would seem a logical consideration.	1. 146	2. 7	3. 13
18. An arrangement between the school and local employers for students to alternate in-school and on-the-job instruction--with the goal of entry level employment in an occupational field would seem a logical consideration.	1. 133	2. 9	3. 24
19. Parents invited to the school to discuss their careers with our young people would seem a logical consideration.	1. 134	2. 7	3. 25
20. The development of a practical curriculum guide to career education materials available through the Media Center, with special emphasis on grade level, job cluster, curriculum area, and a paragraph of description resulting from review by professional staff would seem a logical consideration.	1. 129	2. 8	3. 29
21. The curriculum offerings and physical plant of our school are adequate to meet requirements of the exploratory and preparatory aspects of career education.	1. 38	2. 71	3. 57
22. The capability and work load of the existing staff of our school would allow us to implement, monitor, and evaluate an effective career education program without additional assistance.	1. 30	2. 74	3. 62
23. I feel that I understand career education concepts to the point that I can integrate them into my course of study and/or related school assignments.	1. 52	2. 66	3. 48
24. Students graduating from our high schools today generally have a good concept of the career opportunities that are available to them.	1. 28	2. 90	3. 48
25. Generally, our high schools are presently graduating students who are prepared to seek gainful employment at the time of their graduation.	1. 29	2. 81	3. 56
26. Generally, our high schools are presently graduating students who are prepared to seek additional education or training to qualify for gainful employment.	1. 94	2. 21	3. 51
27. High school graduates are well prepared in job application skills such as writing letters of application and applicant interviews.	1. 16	2. 84	3. 66

PLEASE NOTE: IN RESPONDING TO THE FOLLOWING STATEMENTS, PUT YOURSELF IN THE PLACE OF A STUDENT IN YOUR SCHOOL AT THE PRESENT TIME.

	MUCH HELP	SOME HELP	NO HELP
28. My school has activities that help me find out what jobs and work means.	1. 16	2. 127	3. 23
29. My school helps me see my strengths and my interests when I am thinking about choosing a job.	1. 24	2. 115	3. 27
30. My school has activities that help me to choose a group of jobs to study.	1. 20	2. 112	3. 34
31. My school helps me recognize and understand those things in my life that are important to me.	1. 35	2. 100	3. 31
32. My school helps me see the special skills needed by people who work in various jobs.	1. 29	2. 108	3. 29
33. My school helps me discover my interests, my abilities, and my feelings that relate to a group of jobs that I think I might like to work on.	1. 20	2. 117	3. 29
34. My school helps me see that a person's standard of living depends on the kind of job he has as a wage earner.	1. 32	2. 102	3. 32
35. My school helps me see that school is a form of a job where success in basic skills is needed to be successful in whatever I am going to do.	1. 68	2. 69	3. 29
36. My school provides experiences for me to use tools and equipment that are used in various groups of jobs.	1. 29	2. 103	3. 34
37. My school helps me plan to get the skills I need to know in the job I am planning for.	1. 21	2. 113	3. 32
38. My school helps me get the skills that are basic to a single job I am planning for.	1. 18	2. 95	3. 53
39. My school helps me match my interests and abilities with the skills that are needed in groups of jobs.	1. 13	2. 103	3. 50
40. My school helps me see that how I act and what I am may fit one kind of job more than another kind of job.	1. 32	2. 102	3. 32
41. My school has activities showing why certain types of jobs require more education and training than other kinds of jobs.	1. 41	2. 91	3. 34
	3217	2160	1428

AREA TOTAL-ALL STUDENT GROUPS

STUDENT SEGMENT: INSTRUCTIONS: 1- Please check a response to all statements
2- Please check only one response per statement

(Check one) GRADE LEVEL: 4 5 6 7 8 9 10 11 12

	MUCH HELP	SOME HELP	NO HELP
1. My school has activities that help me find out what jobs and work mean.	1.3043	2.3255	3.3181
2. My school helps me see my strengths and my interests when I am thinking about choosing a job.	1.3738	2.0532	3.5208
3. My school has activities that help me to choose a group of jobs to study.	1.3563	2.9640	3.6275
4. My school helps me recognize and understand those things in my life that are important to me.	1.6223	2.9624	3.3631
5. My school helps me see the special skills needed by people who work in various jobs.	1.5062	2.0509	3.3907
6. My school helps me discover my interests, my abilities, and my feelings that relate to a group of jobs that I think I might like to work on.	1.5089	2.0105	3.4284
7. My school helps me see that a person's standard of living depends on the kind of job he has as a wage earner.	1.4328	2. 9730	3.5420
8. My school helps me see that school is a form of a job where success in basic skills is needed to be successful in whatever I am going to do.	1.7770	2. 8646	3.3062
9. My school provides experiences for me to use tools and equipment that are used in various groups of jobs.	1.5143	2. 8819	3.5516
10. My school helps me plan to get the skills I need to know in the job I am planning for.	1.4179	2. 9527	3.5772
11. My school helps me get the skills that are basic to a single job I am planning for.	1.3330	2. 9464	3.6684
12. My school helps me match my interests and abilities with the skills that are needed in groups of jobs.	1.3269	2.0870	3.5339
13. My school helps me see that how I act and what I am may fit one kind of job more than another kind of job.	1.5388	2. 9454	3.4636
14. My school has activities showing why certain types of jobs require more education and training than other kinds of jobs.	1.5334	2. 9442	3.4703

(Please do not sign your name. Your return will be kept confidential for purposes of this study.)

AREA TOTAL - ALL PARENTS

PARENTS SEGMENT: INSTRUCTIONS: 1- Please check all statements
2- Please respond with only one check per statement

1. Mark the present level of your oldest child:

ELEM. 1._____ JR HIGH 2._____ HIGH SCHOOL 3._____ OUT OF SCHOOL 4.___

	YES	NO	UNDECIDED
2. Students graduating from our high schools today generally have a good concept of the career opportunities that are available to them.	1. 874	2. 773	3. 374
3. Students should become aware of and explore many career opportunities during their school years.	1. 1972	2. 19	3. 30
4. Students who graduate from high school should possess a marketable skill.	1. 1543	2. 184	3. 294
5. I believe that we can and should integrate an increased amount of career information into the regular curriculum of our school.	1. 1896	2. 45	3. 80
6. Parents invited by the school to discuss their careers with our young people would seem a logical consideration.	1. 1558	2. 155	3. 308
7. We should develop a close working relationship with the business community in our educational process.	1. 1853	2. 39	3. 129
8. An arrangement between the school and local employers whereby business people discuss their occupations with young people would seem a logical consideration.	1. 1871	2. 48	3. 102
9. An arrangement between the school and local employers for students to supplement their formal schooling with "in plant" exploratory experiences would seem a logical consideration.	1. 1768	2. 89	3. 164
10. An arrangement between the school and local employers for students to alternate in-school and on-the-job instruction--with the goal of entry level employment in an occupational field would seem a logical consideration.	1. 1717	2. 111	3. 193

(Please do not sign your name. Your return will be kept confidential for purposes of this study.)

BUSINESS-INDUSTRY SEGMENT: TOTAL RESPONSES

INSTRUCTIONS- 1. Please check all statements.
2. Please respond with only one check per statement.

1. Please check the one division that best describes your business or industry:

Agriculture	1. 19	Wholesale/Retail Trade	6. 101
Mining	2. 0	Finance, Insurance, Real Estate	7. 16
Construction	3. 20	Services	8. 72
Manufacturing	4. 15	Government	9. 1
Transportation-Communication	5. 11	TOTAL RESPONSES:	255

2. Please check the division that best describes the number of regular employees that you average in your business or industry.

0-5 (1)____ 6-15 (2)____ 16-50 (3)____ 50-100 (4)____ Over 100 (5)____

		YES	NO	UNDECID
3.	Students graduating from our high schools today generally have a good concept of the career opportunities that are available to them.	1. 122	2. 97	3. 36
4.	Students who graduate from high school should possess a marketable skill.	1. 181	2. 47	3. 27
5.	Generally, our high schools are presently graduating students who are prepared to seek gainful employment at the time of their graduation.	1. 83	2. 133	3. 39
6.	Generally, our high schools are presently graduating students who are prepared to seek additional education or training to qualify for gainful employment.	1. 197	2. 30	3. 28
7.	High school graduates are well prepared in job application skills such as writing letters of application and applicant interviews.	1. 52	2. 144	3. 59
8.	We should develop a close working relationship with the business community in our educational process.	1. 234	2. 3	3. 18
9.	An arrangement between the school and local employers whereby business people discuss their occupations with young people would seem a logical consideration.	1. 228	2. 5	3. 22
10.	An arrangement between the school and local employers for students to supplement their formal schooling by "actually doing" exploratory experiences would seem a logical consideration.	1. 214	2. 12	3. 29
11.	An arrangement between the school and local employers for students to alternate in-school and on-the-job instruction--with the goal of entry level employment in an occupational field would seem a logical consideration.	1. 208	2. 7	3. 40
		1519	478	298

(It is not necessary to sign this questionnaire. You may identify your specific business/industry, if you desire, in the space provided below. Your return will be kept confidential for purposes of this study.)

_____

_____

_____

COMPARISON OF MUTUAL QUESTION RESULTS (a)

1. My school has activities that help me find out what jobs and work mean.

	Much Help	Some Help	No Help
STUDENT SEGMENT	3043 - 16%	13255 - 68%	3181 - 16%
SCHOOL PERSONNEL	128 - 9%	1115 - 79%	167 - 12%

2. My school helps me see my strengths and my interests when I am thinking about choosing a job.

	Much Help	Some Help	No Help
STUDENT SEGMENT	3738 - 19%	10532 - 54%	5208 - 27%
SCHOOL PERSONNEL	142 - 10%	1059 - 75%	209 - 15%

3. My school has activities that help me to choose a group of jobs to study.

	Much Help	Some Help	No Help
STUDENT SEGMENT	3563 - 18%	9640 - 50%	6275 - 32%
SCHOOL PERSONNEL	161 - 11%	911 - 65%	338 - 24%

4. My school helps me recognize and understand those things in my life that are important to me.

	Much Help	Some Help	No Help
STUDENT SEGMENT	6223 - 32%	9624 - 49%	3631 - 19%
SCHOOL PERSONNEL	296 - 21%	948 - 67%	166 - 12%

5. My school helps me see the special skills needed by people who work in various jobs.

	Much Help	Some Help	No Help
STUDENT SEGMENT	5062 - 26%	10509 - 54%	3907 - 20%
SCHOOL PERSONNEL	206 - 15%	978 - 69%	226 - 16%

6. My school helps me discover my interests, my abilities, and my feelings that relate to a group of jobs that I think I might like to work on.

	Much Help	Some Help	No Help
STUDENT SEGMENT	5089 - 26%	10105 - 52%	4284 - 22%
SCHOOL PERSONNEL	181 - 13%	1019 - 72%	210 - 15%

7. My school helps me see that a person's standard of living depends on the kind of job he has as a wage earner.

	Much Help	Some Help	No Help
STUDENT SEGMENT	4328 - 22%	9730 - 50%	5420 - 28%
SCHOOL PERSONNEL	286 - 20%	862 - 61%	262 - 19%

8. My school helps me see that school is a form of a job where success in basic skills is needed to be successful in whatever I am going to do.

	Much Help	Some Help	No Help
STUDENT SEGMENT	7770 - 40%	8646 - 44%	3062 - 16%
SCHOOL PERSONNEL	493 - 35%	767 - 54%	150 - 11%

9. My school provides experiences for me to use tools and equipment that are used in various groups of jobs.

	Much Help	Some Help	No Help
STUDENT SEGMENT	5143 - 27%	8819 - 45%	5516 - 28%
SCHOOL PERSONNEL	267 - 19%	886 - 63%	257 - 18%

10. My school helps me plan to get the skills I need to know in the job I am planning.

	Much Help	Some Help	No Help
STUDENT SEGMENT	4179 - 21%	9527 - 49%	5772 - 30%
SCHOOL PERSONNEL	187 - 13%	990 - 70%	233 - 17%

11. My school helps me get the skills that are basic to a single job I am planning for.

	Much Help	Some Help	No Help
STUDENT SEGMENT	3330 - 17%	9464 - 49%	6684 - 34%
SCHOOL PERSONNEL	125 - 9%	923 - 65%	362 - 26%

12. My school helps me match my interests and abilities with the skills that are needed in groups of jobs.

	Much Help	Some Help	No Help
STUDENT SEGMENT	3269 - 17%	10870 - 56%	5339 - 27%
SCHOOL PERSONNEL	122 - 9%	978 - 69%	310 - 22%

13. My school helps me see that how I act and what I am may fit one kind of job more than another kind of job.

	Much Help	Some Help	No Help
STUDENT SEGMENT	5388 - 28%	9454 - 48%	4636 - 24%
SCHOOL PERSONNEL	216 - 15%	917 - 65%	277 - 20%

14. My school has activities showing why certain types of jobs require more education and training than other kinds of jobs.

	Much Help	Some Help	No Help
STUDENT SEGMENT	5334 - 27%	9442 - 49%	4703 - 24%
SCHOOL PERSONNEL	267 - 19%	892 - 63%	251 - 18%

COMPARISON OF MUTUAL QUESTION RESULTS (b)

1. Students should become aware of and explore many career opportunities during their school years.

	Yes	No	Undecided
PARENTS SEGMENT	1972 - 98%	19 - 1%	30 - 1%
SCHOOL PERSONNEL	1321 - 94%	29 - 2%	60 - 4%

2. I believe that we can and should integrate an increased amount of career information into the regular curriculum of our school.

	Yes	No	Undecided
PARENTS SEGMENT	1896 - 94%	45 - 2%	80 - 4%
SCHOOL PERSONNEL	1168 - 83%	71 - 5%	171 - 12%

3. Parents invited by the school to discuss their careers with our young people would seem a logical consideration.

	Yes	No	Undecided
PARENTS SEGMENT	1558 - 77%	155 - 8%	308 - 15%
SCHOOL PERSONNEL	1226 - 87%	55 - 4%	129 - 9%

COMPARISON OF MUTUAL QUESTION RESULTS (c)

1. Generally, our high schools are presently graduating students who are prepared to seek gainful employment at the time of their graduation.

	Yes	No	Undecided
BUSINESS INDUSTRY	83 - 33%	133 - 52%	39 - 15%
SCHOOL PERSONNEL	264 - 19%	716 - 51%	430 - 30%

2. Generally, our high schools are presently graduating students who are prepared to seek additional education or training to qualify for gainful employment.

	Yes	No	Undecided
BUSINESS-INDUSTRY	197 - 77%	30 - 12%	28 - 11%
SCHOOL PERSONNEL	902 - 64%	177 - 13%	331 - 23%

3. High School graduates are well prepared in job application skills such as writing letters of application and applicant interviews.

	Yes	No	Undecided
BUSINESS-INDUSTRY	52 - 20%	144 - 57%	59 - 23%
SCHOOL PERSONNEL	160 - 11%	739 - 53%	511 - 36%

COMPARISON OF MUTUAL QUESTION RESULTS (d)

1. Students graduating from our high schools today generally have a good concept of the career opportunities that are available to them.

PARENTS SEGMENT	874 - 43%	773 - 38%	374 - 19%
	Yes	No	Undecided
BUSINESS-INDUSTRY	122 - 48%	97 - 38%	36 - 14%
	Yes	No	Undecided
SCHOOL PERSONNEL	187 - 13%	864 - 61%	359 - 26%
	Yes	No	Undecided

2. Students who graduate from high school should possess a marketable skill.

PARENTS SEGMENT	1543 - 76%	184 - 9%	294 - 15%
	Yes	No	Undecided
BUSINESS-INDUSTRY	181 - 71%	47 - 18%	27 - 11%
	Yes	No	Undecided
SCHOOL PERSONNEL	950 - 67%	182 - 13%	278 - 20%
	Yes	No	Undecided

3. We should develop a close working relationship with the business community in our educational process.

PARENTS SEGMENT	1853 - 92%	39 - 2%	129 - 6%
	Yes	No	Undecided
BUSINESS-INDUSTRY	234 - 92%	3 - 1%	18 - 7%
	Yes	No	Undecided
SCHOOL PERSONNEL	1269 - 90%	28 - 2%	113 - 8%
	Yes	No	Undecided

4. An arrangement between the school and local employers where by business people discuss their occupations with young people would seem a logical consideration.

PARENTS SEGMENT	1871 - 93%	48 - 2%	102 - 5%
	Yes	No	Undecided
BUSINESS-INDUSTRY	228 - 89%	5 - 2%	22 - 9%
	Yes	No	Undecided
SCHOOL PERSONNEL	1340 - 95%	22 - 2%	48 - 3%
	Yes	No	Undecided

5. An arrangement between the school and local employers for students to supplement their formal schooling with "in plant" exploratory experiences would seem a logical consideration.

PARENTS SEGMENT	1768 - 88%	89 - 4%	164 - 8%
	Yes	No	Undecided
BUSINESS-INDUSTRY	214 - 84%	12 - 5%	29 - 11%
	Yes	No	Undecided
SCHOOL PERSONNEL	1233 - 87%	54 - 4%	123 - 9%
	Yes	No	Undecided

6. An arrangement between the school and local employers for students to alternate in-school and on-the-job instruction--with the goal of entry level employment in an occupational field would seem a logical consideration.

PARENTS SEGMENT	1717 - 85%	111 - 5%	193 - 10%
	Yes	No	Undecided
BUSINESS-INDUSTRY	208 - 81%	7 - 3%	40 - 16%
	Yes	No	Undecided
SCHOOL PERSONNEL	1115 - 79%	91 - 6%	204 - 15%
	Yes	No	Undecided

QUESTION 42- RANK ORDER OF NEED IN SCHOOL -TOTAL AREA SCHOOL RESPONSES-1411

	RANK	TOTAL	RANK AVERAGE
CAREER EXPLORATION	2nd	4012	2.84
CAREER GUIDANCE	3rd	4060	2.87
DROPOUTS	5th	5739	4.06
CURRICULUM ADDITIONS	4th	5131	3.63
IDENTIFYING CAREER NEEDS IN STUDENTS	1st	3470	2.45
COLLEGE COURSES IN ARTS AND SCIENCE	8th	7523	5.33
ALTERNATIVE SCHOOL	6th	6287	4.45
STUDENT EVALUATION	7th	6452	4.57

QUESTION 43- MAJOR OBSTACLES TO IMPLEMENTATION OF CAREER EDUCATION

School TOTAL AREA SCHOOL RESPONSES

NEED FOR STAFF ORIENTATION:	234
NEED FOR STUDENT ORIENTATION:	21
NEED FOR COMMUNITY ORIENTATION:	2
PROBLEMS OF STAFFING, FINANCES, LACK OF EQUIPMENT AND SPACE:	400
APATHY	
Of Students:	47
Of Community:	85
Of Teachers:	17
Of Grade School:	2
STEREOTYPING	
Student Attitudes:	16
Parent Attitudes:	10
Community Attitudes:	1
ALREADY OVERLOADED CURRICULUM:	235
LIMITED CURRICULUM:	1
NEED CURRICULUM EXPANSION:	3
NO OBSTACLES:	40
NO OPINION:	510
MISC:	
Media Center films	1
Guidelines needed	1
Preoccupation with importance of grades as a criteria of achievement	1
Distance from job opportunities	2

SCHOOL PERSONNEL SEGMENT — TOTAL AREA SCHOOL RESPONSES

QUESTION 44 — WHAT, IF ANY, IMPACT DOES BEING A MEMBER OF A MINORITY GROUP HAVE TO DO WITH SUCCESSFUL PREPARATION AND PLACEMENT IN THE CAREER OF AN INDIVIDUAL'S CHOICE IN AREA XV?

MINORITY GROUPS FAVORED:	77
MINORITY GROUPS HINDERED:	99
SOME DIFFERENCE:	107
NO DIFFERENCE:	367
NO OPINION:	764

AREA TOTALS

Listed below are specially funded projects of the individual schools:

School	Source	Project	Amount
ACL	DPI-Career Ed.	Career Awareness & Exploration	
	DPI-Guidance	Mini Project Grant	
ALBIA	None		
BLAKESBURG	Iowa Guidance	Career Enrichment Mini courses	$ 500
	Title I	Environmental Science	500
CARDINAL	None		
CHARITON	State	Vocational funds	9,000
	Federal	Voc. Agriculture	1,700
	Federal	Voc. Homemaking	2,100
	Federal	Voc. T & I	1,100
DAVIS CO.	Special Needs & School District	Work experience Summer Employment Opp.	
EDDYVILLE	None		
FAIRFIELD	DPI	Mini-grant for career resource center	
	Local district	Career Ed. Committee work (for this year & next)	
HARMONY	None		
HEDRICK	State	2615	
KEOTA	SBRC	New, unusual course	
	Career Ed. Division	Ed. Opportunities to Awareness	
MORAVIA		Mini-Career Program for 75-76	1,500
MOULTON-UDELL		Mini-Career Program for 75-76	1,500
NORTH MAHASKA	Area XV	2615	
		Vo. Ag.-Adult Education	
OTTUMWA	None		
PEKIN	None		

School	Source	Project	Amount
RUSSELL	None		
SEYMOUR	State	Wayne Co. Career Ed.	
	Area XV	Project 2615	
SIGOURNEY	None		
TRI COUNTY	None		
VAN BUREN	State	Project 2615	
WAYNE	DPI	Career Awareness Exploration	
	DPI	Guidance-Mini Grant	
	Local lumberman	Building Trades Program	
	Bus. & Profess. Women	BPW Scholarship	
	Hospital Auxiliary	Hospital Auxiliary Scholarship	
	Wayne Co. Lung Assoc.	Wayne Co. Lung Assoc. Scholarship	
	Wayne Co. Health Ins. Assoc.	Wayne Co. Health Ins. Assoc. Scholarship	
	Lindsey Estate	Lindsey Estate Scholarship	
	Hinkle Estate	Hinkle Estate Scholarship	
	Beta Sigma Phi	Beta Sigma Phi [illegible]arship	
	Local Foundation	Polio Scholarship	
	F.T.A. (S.E.S.)	FTA (SES) Scholarship	

AREA TOTAL
DROPOUT SEGMENT

Please assess to the best of your ability the most evident reason for these students dropping out of school.

Grade 7-12 Total Dropouts Area XV

REASONS:	NO. BOYS	NO. GIRLS	TOTAL
A. Full time employment	18	8	26
B. Health Problems	9	8	17
C. Marriage	5	59	64
D. Unsuccessful Course Work	21	1	22
E. Unsuccessful Socially	2	1	3
F. Problems with legal authorities	19	1	20
G. Home Environment	21	21	42
H. Peer Pressure	1	2	3
I. General Apathy with School	77	41	118
J. Saw no advantage to School	39	21	60
K. Other (Specify below)			
1. Expelled	6	1	7
2. Pregnancy		8	8
3. Language Barrier	1		1
4. Service	14		14
5. Seek Employment	1	2	3
6. Religious Conviction	1		1
7. Split		1	1
8. Parental Pressure		1	1
9. Didn't enter 10th grade, did finish 9th grade	5	2	7
TOTAL	240	178	418

Follow-Up on Graduates Section

School	% of graduates who followed course of study in school that prepared them for employment or additional educational training.	% of graduates who were not prepared by their course of study for employment or additional educational training.	Undecided about their preparation
A.C.L.	30	30	40
ARBIA	33	33	33
BLAKESBURG	50	25	25
CARDINAL	30	28	42
CHARITON	60	20	20
DAVIS CO.	42	23	35
EDDYVILLE	75	8	17
FAIRFIELD	70-75	15-20	10-15
HARMONY	75	15	10
HEDRICK	50	25	25
KEOTA	60	40	25
MORAVIA	78	17	5
MOULTON-UDELL	78	10	12
NORTH MAHASKA	90	5	5
OTTUMWA	60	30	10
PEKIN	15	50	35
RUSSELL	35	52	13
SEYMOUR	80	5	
ST. OURNEY	35	40	25
TRI-COUNTY	50	27.4	22.6
VAN BUREN	60	25	15
WAYNE	74.8	18.6	6.6

VII

INDIAN HILLS COMMUNITY COLLEGE
AREA XV CAREER EDUCATION RESEARCH ADVISORY COMMITTEE MEETING
May 9, 1974

The Area XV Career Education Research Advisory Committee Meeting was called to order by Chairman Bob Morrissey at 2:45 p.m.

ATTENDANCE: Those attending were Jerry Kauzlarich, Geraldine Stockton, Bob Prasch, Darrel Ensz, Kirwin Powell, Harold Westra, Paul Kiso, Leon Engelbart, Libby Woodruff, Lyle Hellyer, Ross Blount, Leonard Shaw, Don Palmer, Ed Myers, Ralph Messerli, Dan Kent, Andy Weston, Rebecca Kann, Ed Hutchcroft and Bill Byers.

WELCOME: Mr. Morrissey introduced President Lyle Hellyer, Indian Hills Community College. His opening welcome to the committee members stressed enthusiasm to the project and noted the input from this committee would be instrumental and of great value in making decisions that would have a great impact on career education for both young and old.

CAPSULE SUMMARY OF BACKGROUNDS OF COMMITTEE MEMBERS: Introduction of committee members was by capsule summary of one's background. Committee members backgrounds are representative of education, industry and business administration. All expressed interest and desire in the objectives and the future of career education -- it was indicative of several whose capsule summary was, "I'm here to learn".

WHAT ARE WE ABOUT? Chairman Morrissey informed the group now that the selection of the committee was complete we can develop some real good working relationships and get the ball rolling in Area XV in Career Education. This study will be an effort in research and planning.

State and Federal Level: Reference to 'THE NATIONAL STANDARD CAREER EDUCATION MODEL -- KINDERGARTEN THROUGH ADULT' chart and it's goal statements. The chart was developed by leaders in career education as a standard for career awareness at all grade levels. It identifies specific goals of career education. This chart lists fifteen career clusters as suggested by the United States Office of Education. ELEMENTS OF CAREER EDUCATION -- preparation, work experience, orientation, awareness, placement and exploration. These charts are available for committee member's study.

State Level 'CAREER EDUCATION' - A New Educational Concept for Iowa and Iowa Model For Career Development was inclusive in materials mailed to members previous to meeting date and is pretty much the same as the national level.

Chairman Morrissey told members they would have obligations and would be making recommendations that would, obviously, lay the ground work for

State Level (con't)

schools, communities and areas to be successful in implementing career education, as they see it.

HOW DID THIS STUDY COME ABOUT? Indian Hills Community College is the area wide career education agency and has been asked by the D. P. I. to do the study.

The twenty six school superintendents have endorsed this study and a joint effort has emerged.

But, this study is much bigger than Indian Hills Community College and the 26 school districts as it encompasses all the career education needs in Area XV.

Therefore -- we need an Advisory Board that represents many frames of reference in order to effectively meet the objectives of the study previously mentioned.

ROLE OF ADVISORY COMMITTEE: To advise on every aspect of the project as it develops. To act as a sounding board for the various possible directions that the study may take.

To meet individually or in sub-committees with the coordinator in relation to special areas of interest in the study that may arise.

To assist in research of relative data when applicable to the members circumstance.

ROLE OF RESEARCH COORDINATOR: Maintain constant open lines of communication with the Advisory Committee through regular meetings, possible small group work, individual contacts.

Research and evaluate appropriate existing data on people needs within the area.

Initiate and construct additional NEEDS analysis.

Research and evaluate existing resources.

Develop in a publication the resultant materials and recommendation of the study.

ROLE OF PROJECT DIRECTOR:

Oversees expenditures.

Evaluates the progress of the project in terms of the objectives that were stated in the proposal to the D. P. I., which resulted in their funding this effort.

Represents the Administration of Indian Hills Community College.

Makes suggestions and comments regarding Development of the project.

PROJECT 2615:

Don Palmer, Project Coordinator for Project 2615 spoke to the group relative to the Career Education program now in progress at Indian Hills Community College involving the high school students in the ten county area.

He told of the history surrounding the start of such a project. "In 1962 State legislation passed the 'Ten Points of the Law' in which area schools was to work with local high schools and curriculum. Ten years passed and nothing was done relative to that aspect of the law.

The twenty six superintendents at one of their meetings decided to see what could be done to implement such a program. The program was started and 57 students are now enrolled in career programs at the college.

A chart was distributed relative to Fall projection showing courses, sites and the number of students enrolled as of May 9, 1974.

DISCUSSION TOPIC "WAS THE EXPOSURE THAT YOU RECEIVED IN YOUR FORMATIVE YEARS TO THE CAREER OPPORTUNITIES AVAILABLE TO YOU ADEQUATE?"

An interesting and informative discussion occurred that brought some interesting aspects and opinions to light. Among these were the following:

Career choice to some was arrived at by a process of elimination of those work opportunities that did not appeal to them.

Perhaps exposure to career opportunities are not as vivid today because of regulations that curtail work experiences for minors.

Changes in the family structure in our country has its impact upon the work ethic.

A large percent of the jobs today are not the type that are readily visible.

A general agreement existed as to the need of a comprehensive career education program in our area.

Some differences of opinion occurred in the area of Career Education components -- awareness, exploratory, preparatory -- as to the point in time that one phases into the other.

The basic responsibility for the initial development of the self-concept of an individual is in the home.

None of the members of this committee are bashful.

Respectfully submitted

Robert Morrissey

RESUME OF AREA XV CAREER EDUCATION RESEARCH ADVISORY COMMITTEE MEETING June 27, 1974

The Area XV Career Education Research Advisory Committee met on June 27, 1974, in the Administration Building (upstairs) of Indian Hills Community College.

Chairman Bob Morrissey called the meeting to order at 3:15 p.m. Those attending were Geraldine Stockton, Rebecca Kann, Gary Grossklaus, Andy Weston, Dan Kent, Leon Engelbart, Ross Blount, Ed Hutchcroft, Bob Prasch, Jerry Kauzlarich, Bill Byers, Harold Vestra and Dick Christy.

There were no additions or deletions to be recorded relative to the minutes of the May 9th meeting.

Chairman Morrissey called attention to the table with research materials--members interested in copies of this material are to sign the designated sheet and materials will be forwarded to them.

Chairman Morrissey read an article entitled, "My Life's Story". The story was indicative of child development, some of the impressions that people have from over-exposure and preparing children in readiness for 'their' career education.

A progress report was given by the coordinator concerning the research data that had been completed since the last meeting. These preliminary studies included People Needs data on the following areas: Age Levels, Educational Levels, Economic Status, School Drop Outs, and Minority Groups. It was found to be quite time consuming to make a bonafide effort to cover the research. All aspects of the research study will be made available to committee members upon request.

Some high points that were covered in the research summary included, in relation to economic status, 38 per cent of the families in Area XV have an income of less than $6,000 while 54 per cent of the families have an income of less than $8,000.

Self-concept is basic development in the initial 5-10 years of a person's life and is formed, to a large extent, through parent attitude, home environment, and economic status as self-concept relates to career choice.

Total public school enrollment in relation to educational levels in Area XV is down 1415 students from the previous school year of 1972-73. Grades K-6 record a loss of 1127 students, grades 7-9 record a gain of 138 students and grades 10-12 record a loss of 398 students. There were 555 fewer in the incoming Kindergarten class of the 1973-74 school year than graduating Seniors in 1972-73.

Bill Byers pointed out to members that in a typical rural area, you would get a lot of fluctuation in economic status due to farm income. It was also discussed by committee members, to some extent, the significance of the enrollment loss in public schools in Area XV. This discussion related to how the school population loss coincided with migration from our area and also in terms of the amount of money lost to our area in state aid for schools.

Ed Hutchcroft raised the question in relation to the loss in population as to whether this is good or bad for employment.

Chairman Morrissey introduced the subject of funding pilot projects in Area XV at this time to complement our Research and Planning effort. The subject very briefly touched upon was a funded project to summarize and categorize by cluster the career education materials available to teachers in Area XV through the Media Center. Some thought was to be given to this and other possibilities by funding pilot projects between now and the next meeting date.

Bob Morrissey spoke of some of the things in our area that are career related and funded through the Department of Public Instruction that are operating in our area today and introduced the three speakers in their related areas:

1. SPECIAL NEEDS--BOB PRASCH- C.O.C. CENTER.
   He reported that the Center is kind of a business helping people determine what they can do and what they want to do. He said they try to remain somewhat divided from I.H.C.C. They are trying solid type of evaluations within a five day period, trying to match people's ability and jobs.

2. ROSS BLOUNT--Spoke of programs they are working on. Work exploratory or experience programs which was developed for the 'Do It Yourself' involving the practical job skills.
   Curriculum Development- Really slow. We have tried to become more aware that teachers are personally working and implementing curriculum. He spoke of a workshop that Al Kahler will be conducting in Corydon. He invited all interested personnel to attend if they would like to. Eighty-five per cent of the time will be spent relative to career education.

   Advisory Committees--Response from all four of the school districts. Local people take a hold. It was the people (Advisory Committee Members) who see the need to establish advisory committees. Career Education gives an open field.

3. GARY GROSSKLAUS--Counselor at Indian Hills Community College told members of the S.P.S. Career Resource Room. This facility is primarily a facility with career materials. We are well supplied in models for many of the high school guidance programs. This will be made mobile and we are in the process of doing so. We have plenty of film and even have it catalogued and indexed. It is a real asset in our admission process and, hopefully, we will have somebody full time within the next week or two that will be assigned to this room. She will, also, be using it with the students in the admissions process.

   Bob Prasch, C.O.C., spoke of using this room and finding it extremely helpful to them as they can find information relative to job opportunities.

Bob Morrissey then introduced the subject of the Helling Paper that was included in the mailout previous to this meeting. Time was really not available for a good discussion of this paper. Ross Blount suggested continuing study on the Helling Paper, especially as it relates to general career education parameters, general objectives of a career education program, components of a career education program and some elements of an operational program.

Ed Hutchcroft mentioned a meeting he has in early July with other superintendents where they will be making recommendations to the Media Center as to subject areas that the Center should attempt to add additional materials. Bob Morrissey and Ed Hutchcroft set a meeting date to discuss available materials in career education that are present at the Media Center now.

Two topics recommended as top priorities of discussion at the next meeting are the Helling Paper and curriculum development. Bob Morrissey expects to have the bulk of the People Needs research in the form of preliminary studies finished in July.

Next meeting of the Advisory Council will probably be in the month of August.

Meeting adjourned.

Respectfully submitted,

Bob Morrissey

MINUTES OF CAREER EDUCATION RESEARCH ADVISORY COMMITTEE MEETING
Administration Bldg-Indian Hills Comm. College- 12 Sept 74

The meeting was called to order by Mr. Morrissey at 2:40 p.m. Those attending were: Becky Kann, Supt. Hutchcroft, Andy Weston, Supt. Westra, Bob Prasch, Don Job, Bill Byers, Dr. Engelbart, Darrel Ensz, Ed Meyers, Geraldine Stockton, Jim Kruchelow, and Ross Blount.

There was discussion of the Information Base. It was emphasized that Career Education must be an overall plan in Area XV and to be successful, cooperation was needed from all. There must be good information for a good information base. Mr. Morrissey brought out that the committee had been a tremendous help and had every reason to believe that this could become the best research effort in the state if the second phase is done well.

It was brought to the committee's attention that a study is being developed now from the different course offerings of each school, 9-12, in Area XV. This information was obtained from D.P.I. and lists 381 different course offerings in the Area XV high schools. We found course offerings range from 30-40 per school to 131 different offerings. We will be sending a copy of these to the individual schools to check for accuracy. Although it may seem, in some cases, that the same course is listed several times under several different names, the D.P. I. has designated each with an individual course number indicating differentiating facets to each class and, thus treated them separately. Members were invited to look at the work done on the study so far. The following information will be gathered from this study: (1) to get an overview of the present opportunities in exploratory and preparatory programs in the high schools of Area XV (2) To generate a picture of the numbers of students involved in the various courses of study offered in the high schools of Area XV (3) To serve as a guide later in our study in assisting us with data necessary to recommendations involving course offerings, areas of possible cooperative ventures, etc. (4) To serve as a guide in comparing course offerings with opportunities for placement in careers (locally, Area XV, state, nation)

A draft of the SCHOOL AND COMMUNITY SURVEY was presented to the members. The committee was encouraged to study the draft, returning it in ten days to Mr. Morrissey with their recommendations, additions, or deletions, whether it should be simplified, whether it was, in their opinion and in the present form, workable. The committee was asked the following questions and made comments in the following areas concerning the survey:

-Did they feel there were ways in which the survey could be improved upon.
-How would the survey be implemented and by whom.
-Is there any area of the survey that would be offensive to anyone, betray confidences, or create a negative reaction.
-Bill Byers raised question on student behavior, that once it was down on paper, it becomes a fact. They felt there should be a guideline for the individual who will be in charge in each community for completing the survey. Mr. Hutchcroft stated that we must be certain that this is an individual with good judgement.
-Mr. Ensz stated that information should be based on incident and not subjective judgement.
-Mr. Prasch stated, and all agreed, that one of the toughest areas to adequately survey would be business and industry. Dr. Engelbart stated that perhaps a sub-committee would be necessary in this area. Mr. Morrissey suggested that he get together with Jim Cruchelow to get information that

he has concerning all employers with three or more employees throughout the area and that this could be used as a guide in the local areas. Mr. Morrissey also pointed out that when individual districts begin to develop Career Education programs, whether indivudally or in a cooperative venture, that more in-depth research into this area will occur.

-It was recommended a sub-committee be named to help finalize the draft for implementation.

-Questions were raised as to the full purpose of the survey, how it would be used, whether there would be any inconsistency by schools, whether this was too large a project to be completed correctly.

-Mr. Ensz pointed out that the quality of the project was his main concern and that we should not rush through this phase of the project and sacrifice quality for the sake of meeting deadlines. It was pointed out that the results must be to the benefit of the students and not end as so much paperwork.

-It was questioned as to whether the survey leaned too heavily toward those having special needs, more so than the needs of the total students. Ed Meyers wondered about the overlapping of program money for these special needs people as Title I funds can also be used for them. Geraldine Stockton stated in response that students with special needs in the schools are not always well provided for although it may seem that they are through special funding.

-The committee felt it could be successful by school and community involvement, accuracy of information, follow-through. That some information could be thrown out but that other information was imperative. It was indicated that although some information needed on the survey is already available in the schools, i.e., (who is distruptive, who are the handicapped, etc.) it will be very difficult to complete in some of the areas.

-It is the hopes of the committee that help will be available through the individual superintendents and that they will jointly endorse the project, realizing how important the benefits will be to our area, to help guarantee full committment and cooperation from everyone involved for real success.

A subcommittee consisting of: Westra, Meyers, Blount, Stockton, Hutchcroft and Prasch met immediately following the general meeting and have set Wednesday, October 2, for a meeting to be held in the Board of Education-Administrative Bldg., Centerville, to finalize the survey prototype for presentation to the entire committee.

SPECIAL PROJECTS:

---Ross Blount commented on progress in Wayne Co. There were meetings consisting of thirty teachers from Corydon, Chariton, Russell, and Centerville on Curriculum Development for use in the classroom offered for graduate credit. He felt it was a meaningful interaction between the schools which is very important. He also mentioned appreciation for the help he received from Iowa State Extension Service in setting up this workshop.

---Keota: Has had a K-12 project approved and funded. Their project information is available to you. Mr. Morrissey stated that the Keota plan has taken a very realistic approach as they are a smaller school that has not attempted to tackle the preparatory aspect but rather has gone to the in-depth exploratory through Grade 12. It was further pointed out that with our present state funding system, all schools will want to keep all of their students throughout their school years on the local school rolls. Dr. Westra mentioned that 2615 would be a possibility for such a school. Morrissey responded that when 2615 matured to the point that it indeed was preparatory as opposed to its present status of in-depth exploratory, that schools such as Keota would be very interested.

---Sigourney has purchased some C. E. materials. Jean Anderson from Cedar Rapids demonstrates the material. The committee felt that Jean Anderson should not make any presentation but that at some later date, school personnel from schools in our area that are working with these materials might be asked to make presentation to the committee.

----Eddyville: Morrissey will be meeting with the principal in the near future concerning an awareness program their principal wishes to expand from an early program of C.E.

Our committee should keep well in mind two areas of interest that are coming to the forefront in area program development in C.E. One of these being the express need for exploratory type programs that are mobile or in some manner have the capacity to be used throughout the area and secondly, that a Curriculum Guide of Media Center materials that relate to C.E. be developed in such a way that they become meaningful and usable by teachers throughout the area.

No time was alloted for discussion of the Helling Paper.

Meeting adjourned at 4:30.

Respectfully submitted,

Bob Morrissey

RESUME OF RESEARCH & PLANNING SUB-COMMITTEE
ADVISORY MEETING
2 October 74 9:00 a.m.

The meeting of the Sub-Committee of the Research and Planning Advisory Committee met at the Administration Building in Centerville 2 October 74. Those present were: Geraldine Stockton, Harold Westra, Ross Blount, Ed Meyers, Robert Prasch, Ed Hutchcroft, and Bob Morrissey.

Mr. Morrissey brought the meeting to order at 9:15. He recommended a news release be prepared covering the implementation of the Career Education Survey to inform the general public. It was agreed the news release be sent to the area superintendents in advance of any newspaper release. Dr. Westra felt there should be more than one release.

There was discussion of presentations on the Career Education Survey at in-service days by the individual schools. Each school, it was felt, will dispense information in their own way.

Mr. Hutchcroft suggested that the next superintendents meeting to be held on November 5 would be a good time to present the implementation of the survey and, hopefully, gain their support, perhaps through a presentation of a rough draft by Mr. Morrissey.

Morrissey feels that we are going in the same direction as indicated by D.P.I. rules and regulations but that we must be continually aware of the direction of D.P.I. He felt that the teaching institutions should be indoctrinating their students in career education. Mr. Hutchcroft also brought out that present teachers also need to be informed.

Following are strategies brought out by the committee for completion of the survey:

1. Once draft is finalized, it will go out to the schools for completion.

2. Each school will appoint one person (possibly the principal or counselor) to carry the survey out. These individuals will meet with Morrissey or Job for a briefing.

3. It was brought out that the State Dept. will look at the survey from the area standpoint while each community will look at it from the local standpoint. That the size of distribution will be based, somewhat, upon the initiative of each school district.

3A Blount felt a "rule of thumb" was needed for decision-making on the local level. A minimum standard for information gathering with option to expand.

3B Morrissey wants upper elementary output in the survey also. (i.e., 4th, 5th, and 6th grade samples).

3C Survey should have purpose for each superintendent and his district and that the individual districts should not be limited as to the information he wishes to gather.

3D The question was raised that if, for example, 10% of the target population in a given district were to be contacted and a school wishes to contact more, would the schools be willing to absorb the cost of the additional

expense? Consensus was that expense should be left up to each individual school beyond the "basic package".

3E Cost of printing survey was discussed. Mr. Meyers and Mr. Morrissey will do some further research in perhaps cutting down cost of printing the survey materials.

3F Dr. Westra felt that perhaps each school could ask for more materials from Indian Hills Community College if necessary.

4. Dr. Westra felt each school should compile their own results...and then submit to I.H.C.C.

5. Methods of distribution were discussed. (1) whether there should be a mailout or (2) sent home with the student. The committee felt the second method would have a better return than the mailout.

6. The possibility was raised of using Senior Co-Op students for distribution in the Ottumwa system. Also use of key students.

7. A printout of names and addresses has been furnished to us of business and industry in the ten county area by the Area Employment Service Office. These are not to be published or used for any other purpose other than this survey.

8. Morrissey felt all administration, all staff members,and a percentage of students, parents and industry should be contacted, and that the higher percentage contacted, the better the study. Prasch felt that a larger percentage of certain areas of business and industry should be contacted more thoroughly than others in order to obtain the type data we are after. Morrissey will ask Jim Ahrenholz , area Extension Office, to give us some guidance as to the percentage of types and sizes of industry to contact.

9. Morrissey stated that along with data gathering for planning, his purposes in the survey were:

   A. for understanding of career education by staffs and communities

   B. to sell the philosophy of career education to persons filling out the survey.

10. Blount brought out that the purpose for gathering the data was for career education plan for later implementation of career education in the schools. He felt survey should be as simple as possible and information gathered now will be for future use in selling career education.

11. Attitudes are important in the survey: What will it do for us? What will it do for each school? What will it do for the Area School?

    The committee felt it should be outlined on a cover page that the survey is not a project of Indian Hills Community College but a cooperative effort on the part of all area schools, and that it be specific and clear that the project will be of benefit to all the local schools in the long run.

11A Meyers distributed a copy of 4th draft of D.P.I. Recommended Standard in

Career Education. Some mention of this will aid in acceptance of study.

12. Recommended that perhaps an administrative questionnaire section be developed--as certain questions would refer only to them.

13. Recommended an assessment question section of how much people do actually know about career education.

14. Mr. Blount felt Morrissey had done a good job in covering main aspects of areas in which we needed to gather information. Question was asked of whether a survey instrument is available from D.P.I. It is not.

15. Morrissey introduced a study completed by the Sioux City Area XII for review by the committee as an example of their type questions.

16. Recommendations were made as to form of questions and directness.

17. Where asking for personnel in individual school systems with special expertise, the committee felt specific names should not be used in the final survey. To be used only on the local level in development of career education.

18. Westra suggested each local level use a supplement for information gathering so as to avoid use of unnecessary and confidential type information appearing on the final area survey.

19. The committee was generally happy with the Special Needs Section. They questioned cutting it down or whether it would be possible to condense the reporting form.

There was discussion of what actually constitutes an educationally deprived student. The difference between Special Education and Special Needs. Whether the two areas should or could be combined.

19A Prasch felt Special N[illegible]is information gathered could possibly be used for innovation of new programs, should money be made available.

19B Stockton reviewed some guidelines distinguishing Special Needs and Special Education and special funding guidelines that necessarily follow.

20. Westra commented that this project is the area superintendents project, one that the superintendents originally requested and now support.

21. Committee felt completed project will show the needs of all the schools in career education reached through a cooperative and supportive effort for presentation to the D.P.I.

Meeting adjourned at 12:30.

Respectfully submitted,

Bob Morrissey

RESUME OF THE RESEARCH AND PLANNING ADVISORY COMMITTEE MEETING
OCTOBER 29, 1974 9:30 a.m.

The Research and Planning Advisory Committee met at 9:30 a.m., October 29, 1974, in the Administration Building of Indian Hills Community College, Ottumwa Campus. Those present were: Leon Engelbart, Richard Christy, Edward Hutchcroft, John King, Robert Prasch, Andy Weston, Harold Westra, Becky Kann, and Bob Morrissey.

- Morrissey indicated communications received from other committee members that were unable to attend today. Also, reference was made to a letter from Kirwin Powell resigning from the Advisory Committee due to his accepting employment in Ames. Morrissey raised the question as to whether Mr. Powell should be replaced by another from business and industry. No motion was made.

Morrissey asked for additions and deletions from resume of the Sub-Committee meeting. None were made.

Mr. Morrissey praised the Sub-Committee on their work at their meeting October 2, 1974, also the input of the many who have been involved in making the survey possible, including the Iowa State Employment Office, Iowa State Extension Office, D.P.I. and Rehabilitation Education and Services Branch's report, The Area XV Disabled Population Statistical Report, furnished to us by Dan Kent which was circulated as an example.

Morrissey gave a progress report on the survey. Changes in the survey draft were furnished the committee that were made after the Second Draft was sent out as a result of meetings with Mr. Ahrenholz of State Extension Service, and changes and recommendations made by Justin Estes of the College Data Process Dept. The contents of the changes included: General Instruction sheets, the title page, Points and Clarifications, School Personnel Segment, Student Segment, Letter to Parents and questionnaire, and Letter to Business/Industry and their questionnaire. The rest of the survey remained the same. Fact sheets were furnished the committee outlining approximate estimate of print-out pages and data on sample selection.

Dr. Engelbart raised discussion of whether computer could be used on fourth page of the School Personnel Segment. It cannot and will need to be recorded separately.

Morrissey asked the committee to read over letters to the Parents and the Business/Industry. Changes were pointed out that resulted from consultant recommendations.

Prash asked about what percent of the 25% parents contacted would be realized. Morrissey felt about 15% return would be returned.

Dr. Westra and Dr. Engelbart commented that they were very pleased with the draft as it now stands and that they felt it is very workable.

The committee foresaw no problem in implementing the survey in the school, student or parent segments but questioned the business/industry aspect. Morrissey stated that perhaps there would not be total representation of business/industry in each district and also that there could be a duplication of business/industry by more than one district in the area. It was decided that a central mailout should be used for the Business/Industry Segment. We have a listing of all business and industry by breakdown by classification for use in the survey. The committee felt the schools should not be held responsible for the Business/Industry Segment.

Dr. Engelbart questioned whether the Business/Industry Segment should be signed to assure that a better cross-section of a particular cluster had been contacted. He also hoped that questions being asked would furnish educational information that can be used.

Mr. Ensz suggested that the bulk of the computer costs and mailing costs could be handled by Indian Hills Community College as a service to the local schools.

Data Processing Cost- It is felt that it will take approximately 4-5 weeks to keypunch the survey material and 1-1/2 hours to computerize. Morrissey furnished printout breakdown by Data Processing covering running printout estimate of each segment. There would be a total of 594 pages to run through the computer.

Approval was given by this group for Morrissey to present the survey instrument in its present form (with minor changes) to the area superintendents on November 5 for their approval. The news release will be furnished to them and if they do not suggest any major changes, the committee would like to have the survey run in one of our districts (Hedrick was suggested) for a trial run to catch any small problems that may occur. This would enable us to make changes, should they be necessary, before the survey goes to the whole area. The committee hopes the survey can be completed by December and results returned to the researcher by Christmas so that the results and recommendations of the survey may be returned to the local districts during this school year for use in implementing career education into the curriculum for next year.

Mr. Christy questioned the amount of return on the Parent Segment if sent home with students. The committee was in agreement that a mailout would be better and Mr. Hutchcroft felt there would be no objections from the schools in standing the cost of the mailout in order to ensure a greater percentage of return to the local coordinator. Morrissey will make available to the area superintendents at their meeting an estimate of the cost to each individual school and, at that time, will present the two options to the superintendents as to whether the Parents Segment should be sent home with the students or whether it should be a mailout.

Mr. Weston felt it should be emphasized again at the end of the parents letter that they represented a part of only 25% being contacted in their district.

Morrissey asked for any further changes or recommendations. Hutchcroft commended Morrissey on a job well done and felt that it was now time to get on with the survey. Morrissey pointed out that group effort and input has resulted in a survey instrument that we can be proud of.

A publication on Career Education put out by the National Council on Vocational Education pointing out the difference between Career Education and Vocational Education was distributed to the committee members. Also, the proposed Standard by D.P.I. was discussed, and all members requested a copy.

Meeting adjourned at 11:25.

Respectfully submitted,

Joan Morgan

Joan Morgan
Secretary

RESUME OF THE RESEARCH AND PLANNING ADVISORY COMMITTEE MEETING

MARCH 13, 1975 10:30 a.m.

The Research and Planning Advisory Committee met at 10:30 a.m. March 13, 1975, at the Administration Building of Indian Hills Community College, Ottumwa Campus. Those present were: Leon Engelbart, Bob Prasch, Dan Kent, Harold Westra, Dick Christy, Ralph Messerli, Ed Hutchcroft, Bill Byers, Ed Meyers, Geraldine Stockton, Ross Blount and Bob Morrissey.

Morrissey indicated communications received from other committee members that were unable to attend today.

The committee reviewed the survey materials completed at this time from the Outreach Insturment which had been color-coded to indicate results of the individual segments. There was discussion of the survey materials and some of the folowing points were raised:

A. A feeling that there is a lack of communication between parents, students and teachers.

B. The question was raised of whether people contracted during the survey were fully aware of the meaning of career education. Morrissey said that a general statement about career education was outlined in the accompaning letter to parents and the business/industry segments of the survey.

C. During discussion of Question 4 of the School Personnel Segment, "Students who graduate from high school should possess a marketable skill.", there was a feeling that marketable skills are beneficial to the student.

D. There was discussion relative to school personnel and parent responses to those questions that were asked of both groups.

Morrissey introduced the topic of the area workshop in Career Education that the local superintendents requested. Our research study provided data showing that 75% of school personnel in Area XV felt that inservice was necessary for Career Education implementation

and 76% felt that cooperative efforts with other school districts in inservice was a logical consideration. The DPI is presently determining whether such an effort could be funded jointly with the Area XV Education Agency.

Morrissey recommended that a sub-committee be appointed to develop recommendations to be presented to the entire committee for discussion and then on to the Department of Public Instruction. After some discussion the following persons were appointed to this sub-committee: Ross Blount, John King, Becky Kann, Dick Christy, and Bob Prasch. Morrissey felt that using a sub-committee approach for the initial formulation of recommendations would assist in reaching closure of the study. It is anticipated that this study could be completed and ready for publication in early May.

Discussion then centered on the use that the Department of Public Instruction will make of the recommendations and results of this effort. Morrissey was asked to follow up and receive more information in regard to this matter.

Motion was made by Westra, and seconded by Messerli, to adjourn.

Meeting adjourned at 12:30.

Respectfully submitted,

Bob Morrissey
Development Officer

BM/kdj

MINUTES OF THE RESEARCH & PLANNING SUB-COMMITTEE

The Sub-Committee of the Research & Planning Advisory Committee met at 2:00 p.m., April 15, 1975, in the Administration Building of Indian Hills Community College, Ottumwa Campus. Those present were: Ross Blount, John King, Richard Christy, Becky Kann, Bob Prasch, Don Job, and Bob Morrissey.

Mr. Morrissey opened the meeting by reading correspondence received from Leonard Shaw, committee member, concerning his opinions of the Research and Planning Outreach Effort results mailed April 2.

Mr. Job attended our meeting today on behalf of all area counselors in indicating some of their reflections concerning the survey, its progress, etc.

Mr. Morrissey informed the sub-committee of a printout of school enrollment figures of Area XV's school districts for 1974-75 received from D.P.I. and comparisons were made against the 1972-73 enrollment figures and the 1973-74 figures showing that Area XV had lost a total of 2700 students in the two year span or, as example, a total approximately the size of the Oskaloosa School system. Enrollment trends of the different size school districts were discussed, in general.

The main purpose of today's meeting is to develop recommendations resulting from the Research and Planning Effort for presentation to D.P.I.

Mr. Blount, as sub-committee chairman, spent considerable time reviewing survey material previous to the meeting.

Two steps were suggested in developing recommendations:

1) What are the things that need to be done?

2) How do we recommend these things be accomplished?

Mr. King described the purpose of the Area Superintendents in endorsement of the survey as an instrument for strength and unity in the development of career education in the area school districts.

Mr. Morrissey presented a list of recommendations to be considered by the sub-committee.

Mr. Christy has written guidelines for the Albia School system to follow in implementation of career education in their system in cooperation with graduate work at Drake University. He remarked about the consistency of his work and the initial proposed recommendations that the sub-committee has to use as a working base.

The committee felt some of the major areas of need were:

A. Staff Orientation. Our survey shows a great need for in-service training in career education.

B. That a plan should be drawn up for each individual school, K-12, but in keeping with the Major Plan for implementation of career education in Area XV.

C. Who would coordinate career education implementation in each school; the provision of special staff personnel, curriculum specialist, coordinator, and/or the present role of school counselors.

D. That emphasis should be stressed in identifying the special needs of students, and at an early level. It was emphasized that whether a student was college-bound or immediate career-entry-bound, much of the same basic material and background is needed by both groups.

E. The committee felt the Concept of career education needs to be established.

F. That emphasis should be placed in the area of awareness, improving job exploration, and improving job preparation skills.

G. That implementation should be approached on a K-14 basis instead of K-12.

H. That emphasis be placed on leadership roles of Boards of Education and Administrators.

I. That curriculum development in career education follow a master plan K-12 developed through sequential integration.

J. That schools consider cooperative programs to enhance present curriculum offerings and physical plant limitations to meet requirements of the exploratory and preparatory aspects of career education.

K. That school districts share a career education coordinator to assist existing staff in implementing, monitoring and evaluating an effective career education program.

L. That we spell out the expectations of the awareness of exploratory and preparatory aspects of career education.

M. That we stress job application skills in our local school districts.

Mr. Blount recommended that the sub-committee take the recommendations drawn up by Mr. Morrissey home for their consideration and additional recommendations drawn from the minutes of this meeting could be presented to the full committee early in May. It was decided that copy of all recommendations would be mailed to the full committee prior to their meeting, for their consideration, additions, or endorsement, should they be unable to attend the full committee meeting.

Mr. Christy recommended the sub-committee meet again prior to the full meeting and a date of Tuesday, April 22, 2:00 p.m., in Mr. Morrissey's office was set to complete drafting of recommendations for the full committee.

Meeting adjourned at 4:00 p.m.

Respectfully submitted,

Joan L. Morgan

Joan L. Morgan
Secretary

MINUTES OF RESEARCH & PLANNING SUB-COMMITTEE

The sub-committee of the Research & Planning Advisory Committee met at 2:15, April 22, 1975, in the Administrative Building of Indian Hills Community College, Ottumwa Campus. Those present were: Becky Kann, Dick Christy, Bob Prasch, Ross Blount, and Bob Morrissey. Mr. Job, who planned to attend the meeting, was unable to attend because of other commitments.

The main purpose of today's meeting was to further develop written recommendations to be presented to the full committee for their approval.

Blount introduced a basic format he had worked up consisting of four major segments to be broken down into an outline form. The main segments consisted of Planning, Staffing, Implementation, and Evaluation. The committee was in agreement that a model or concept should be followed in adoption of a basic plan.

There was much discussion on facets of how to arrive at a total career education program, the roll of teachers, administrators, and the area schools and Area XV. Prasch raised the question as to whether this committee could be commissioned by the local schools to set up a program for all the schools (altered for individual school use) of procedures or guidelines which they would be encouraged to use.

After a discussion that Mr. Job comes in contact with the needs of each individual school through counselor contact and planned to aid in planning programs in career education, K-12, in the near future, the following recommendation was made:

> Recommended that the committee support Area XV guidance efforts in aid for planning programs in career education, K-12.

The committee talked of the possibility of a trained person or "generalist", adept in career education to work directly with staff for integration of career education into existing curriculum, and other functions.

There was discussion of how to utilize what resources were available at the area level, and perhaps state level, for integration through a cooperative effort of career education into existing curriculum in our area schools; whether through the local level by way of a staff person, cluster, cooperation of school districts, area school, or A.E.A.

Staffing was discussed and alternatives to staffing patterns for career education were suggested to be included in the format of recommendations.

Morrissey read three proposed recommendations that he felt were voids in the initial set of recommendations he had developed. Two of these recommendations centered on the K-14 approach to implementation and the other concerned itself with cooperative efforts of local school districts to overcome shortcomings in curriculum offerings and physical plant limitations. These recommendations will be included in the final draft with some re-wording.

Christy recommended that one person on the committee be delegated by the sub-committee to develop the format of recommendations to be presented to the full committee. Morrissey was appointed.

Morrissey pointed out use of state requirements very helpful in use as a guide and also called attention to a study done by the National Chamber of Commerce and how their study related to what the committee is trying to accomplish in development of implementation of career education.

Becky Kann touched on the career education program underway in the Pekin Community School District and implementation procedures.

Mr. Morrissey will develop the recommendations discussed today and at earlier meetings. A roughout of final draft of these recommendations is to be sent to the sub-committee. A cover sheet will accompany the recommendations so that sub-committee members may have the option to endorse the recommendations as they stand or list additional concerns they may have prior to presentation of recommendations to the full committee in May.

Morrissey stated that he would attempt to represent the concensus of the sub-committee to the best of his ability in the development of the final format.

The full committee meeting date was set for May 8 at 2:30 p.m. in the Administration Building of the Ottumwa Center of Indian Hills Community College. When the recommendations are sent out to the full committee in advance of that meeting, they will be given a sheet upon which they may respond to the recommendations if they are not able to be in attendance at the meeting.

Meeting adjourned at 4:20.

Respectfully submitted,

Joan L. Morgan
Secretary

RESUME OF RESEARCH & PLANNING ADVISORY COUNCIL
2:30 - THURS., MAY 8, 1975

The Research and Planning Advisory Committee met in the Administration Building of the Ottumwa Center of the Indian Hills Community College on May 8, 1975. Those present were: John King, Becky Kann, Ross Blount, Bill Byers, Ralph Messerli, Ed Meyers, Bob Prasch, Andy Weston, Jerry Kauzlarich, Leon Engelbart, Geraldine Stockton, and Bob Morrissey.

Bob Morrissey opened the meeting by making reference to communications received from Dan Kent, Dick Christy, Leonard Shaw, Jim Senior, and Mr. Hutchcroft. He also, at this time, outlined the activities of the sub-committee meetings and distributed the agenda for today's meeting listing alternative routes that may be exercised by the full committee with the proposed recommendations drafted by the sub-committee and brought before the full committee today.

Morrissey then turned the meeting over to Ross Blount, Chairman of the Sub-Committee. Blount further expanded upon the sub-committee's activities and thanked each one of the full committee members for their time and contributions to the advisory council in it's plan for implementation of career education in Area XV. He made reference to the recommendations as being set up on a state, area, and local level. He distributed a list of suggested changes in the proposed recommendations for the committee's review and discussion.

Discussion followed by the committee concerning the area of "released time" and "regular basis" by instructional staff in the planning and coordination in curriculum development on page D, paragraph 2, under "B" of Curriculum Development. The committee decided to let this recommendation stand as it presently read.

The second recommendation clarification discussion covered paragraph six under "B" of Curriculum Development on page C. Dr. Engelbart stated there must be a separation and clarification between exploratory and job preparatory. He stressed that there was no funding available on both at the same time, although, as in Project 2615, a course could be initiated as an exploratory course and culminate into a preparatory course. The committee changed this recommendation to read:

"Recommended that courses of study conducted cooperatively between the Area Community College and the local school districts provide for flexibility within the different course offerings to allow the student to pursue a variety of career development goals:

1) to gain skills necessary to secure employment after graduation from high school, or

2) to develop skills and knowledge necessary to success in that particular area of study at the post-secondary level, apprenticeship, or O.J.T."

Another recommendation was added to follow:

> "Recommended that courses of study conducted cooperatively between the Area Community College and local school districts provide for both exploratory and job preparatory offerings."

The committee then discussed the first paragraph under "C", Additional Staff on Page D under Implementation. They covered the possibilities of a special staff person being retained in each district or on the total area basis. They outlined the importance of this person's development of a master plan for implementation for the Area, the probable possibility of A.E.A. providing this service as a source for individual schools to refer to in their implementation and reference for resources available to them in Area XV. It was decided to leave the paragraph as written but preceded by the following recommendation:

> "Recommended that a professional staff member at the area level be designated to handle the overall coordinating function of career education within Area XV."

The first recommendation under B- Curriculum Development of Local School Districts was changed to read:

> "Recommended that each school district should strive to develop a K-12 master plan to insure the proper scope and sequence of career education activities and thus avoid repetitions and/or voids in the process."

Paragraph 5 under "B" Curriculum Development was changed to read:

> "Recommended that career education implementation in the high school should be so structured as to allow for the continued integration of career development with core courses (Math, Communication Arts, Social Studies, Science) and, in addition, to provide opportunities for job exploration and job preparation. Thus, students leaving high school should:
>
> a) have sufficient competency in the basic skills to enable them to participate responsibly in society
>
> b) be qualified for additional education or training so as to be gainfully employed in a desired occupation and/or
>
> c) be qualified for gainful employment at the completion of his high school years.

Discussion followed the recommendations under "C" Additional Staffing on page E under Local School Districts. The following additions were made to the recommendations:

"Recommended that a professional staff member with expertise in curriculum and career education integration be provided for within each district to serve as a career education coordinator and that this person be provided with the authority and time-scheduling commensurate with making the significant contribution necessary to effective career education implementation involving existing local staff wherever possible."

"Recommended that professional staff members with expertise in specific curriculum areas, who could be shared by two or more local school districts, such as in the staffing of existing joint efforts between Area XV and local districts for exploratory and preparatory programs (Project 2615) be given serious consideration in the development of a career education program."

Mr. Kauzlarich made the motion that the recommendations be accepted with today's suggested amendments by the full committee. Motion was seconded by Mr. Prasch. Motion carried.

Meeting adjourned at 4:20.

Respectfully submitted,

Joan L. Morgan

Joan L. Morgan
Secretary